

A Scoping Review of Teacher Influencers¹

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Abstract

Social media's rapid expansion led to emerge new forms of professional and educational engagement. The phenomenon of teacher influencer is one of them. This study aims to review research on teacher influencers, focusing on their characteristics, effects on teaching and students, and its importance is in showing the opportunities, challenges, and gaps in this emerging field. So, this study designed as a scoping review in line with PRISMA-ScR guidelines, synthesizes 30 studies published between 2020 and February 2025 to examine the scope of research on teacher influencers. The findings show that teacher influencers are characterized by sharing their knowledge, professional experiences, and classroom strategies, while at the same time being perceived as young, inexperienced, and seeking popularity. Their contents are shaped by authenticity, personal branding, and educational purposes, but also by commercialization, lifestyle sharing, in some cases, ideological use and violations of children's rights. Regarding the effects on the teaching profession, teacher influencers contribute to collaboration and professional development, yet they also risk negative impact on the status of teaching profession. In terms of the effects on students' educational processes, they increase motivation, engagement, and accessibility, but may also cause superficial learning, negative role models, and privacy problems. The review identifies research gaps in cross-platform comparative studies, longitudinal and cross-cultural approaches, professional identity and ethics, pedagogical and learning outcomes, economic and policy dimensions, and methodological innovation. Overall, the study maps the phenomenon of teacher influencers as a dual structure that creates both opportunities and risks for education, while providing insights for researchers, teachers, and policymakers navigating digital transformation.

Keywords: Teacher influencers, Social media, Scoping review, Teaching profession, Students' educational processes.

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Introduction

With the rapid growth of social media in recent years, there have been changes how people communicate, share information, and learn. Naturally, this change has several effects on education. Especially, platforms such as Instagram, Twitter, and TikTok have begun to be used not only for entertainment but also for educational purposes. In educational context, teachers and students use these platforms not only to share their knowledge but also to encourage and motivate each other (Avci, 2020; Carpenter et al., 2023). In this sense, social media platforms have become a place where teachers interact with students or parents, as well as a place for professional connections with colleagues. While these platforms offer new opportunities for learning at the same time they bring some challenges with them. Instagram, Twitter, and TikTok can be used for educational purposes, but teachers should balance their personal and professional identities while using them. Because teachers use social media with the aim of both professional development and expressing themselves personally (Avci, 2020). As Fox and Bird (2017) point out, teachers in England often found it hard to balance personal expression with the professional standards which expected of them. Also, their online presence sometimes drew criticism and close attention.

In this context, teacher influencer phenomenon has emerged. Teacher influencers create and share educational content on social media, attract substantial amount of followers, and sometimes monetize their online visibility. Carpenter et al. (2023) describe teacher influencers as new players in the professional landscape. They blend teaching practices with elements of personal branding, entrepreneurship, and micro-celebrity culture. When, Instagram is often used for resource sharing and classroom inspiration by teacher influencers. TikTok is used for short, entertaining clips which blend pedagogy with popular culture (Carpenter et al., 2020; Vizcaíno-Verdú & Abidin, 2023). The characteristics of teacher influencers' content vary by context and the audience. Studies in the international literature suggest that teacher influencers emphasize accessibility and relatability, they often use humor, storytelling, and personal anecdotes to build communities with followers (Vizcaíno-Verdú & Abidin, 2023). In Turkey, Karabatak et al. (2024) and Çetinkaya et al. (2025) report that teacher influencers are perceived as role models and inspiring colleagues by their followers and motivating students. At the same time, these studies emphasize that when the purpose of entertainment overshadows pedagogy, teacher influencers' content may lead to superficial learning or raise ethical concerns.

Teacher influencers also have significant effects on the status of teaching profession. On the positive side, teacher influencers help to increasing creativity, fostering professional collaboration, and modernizing the image of teachers (Carpenter et al., 2023). However, on the negative side, they lead to intense competition among colleagues, reflecting consumerist practices, and the potential erosion of professional boundaries (Kaya & Toker Gökçe, 2025; Schroeder et al., 2024). It shows how social media visibility can empower teachers and at the same time how expose them to new vulnerabilities. Teacher influencers also effects students' educational process both negatively and positively. Several studies suggest that teacher influencers' content increases students' motivation and engagement, and makes learning more enjoyable and accessible (Azevedo, 2023; Çetinkaya et al., 2025). On the other hand, blending the entertainment with education have some risks like superficial learning and authority perceptions of students. For instance, students sometimes might see influencers as celebrities rather than educators (Karabatak et al., 2024)

Although the role of social media in education has been widely discussed, research about teacher influencers is relatively new but growing rapidly. Existing research about teacher influencers highlights their potential to motivate both students and teachers, growing professional collaboration, and public perceptions of teaching, on the other hand it warns of risks of superficial learning, commercialization, and ethical issues (Karabatak et al., 2024; Kaya & Toker Gökçe, 2025; Schroeder et al., 2024).

The widespread use of social media has led to several changes in how teachers construct and display their professional identities. Social media has enabled teachers to become visible figures not only within the classroom but also in digital area that extend beyond it. The increasing visibility of teachers on social media and the growing number of followers on their accounts have given rise to the phenomenon of "teacher influencers". The fact that educators share content on social media, engage with large audiences, and even collaborate with brands has become a noteworthy trend. However, despite the growing interest in this phenomenon, existing studies have examined educators and

teacher influencers on social media in a fragmented manner and within different contexts. Since this phenomenon is still emerging, most of the studies conducted so far are either descriptive or focus on a specific social media platform. Therefore, a holistic perspective on the phenomenon of teacher influencers is needed. Based on this, the study aims to systematically examine the phenomenon of teacher influencers to identify trends, theoretical background, and research gaps in the existing literature. In this regard, it is expected to fill an important gap in the literature by providing a cumulative perspective on the phenomenon of teacher influencers. This study can help to understand how teacher influencers are conceptualized, how they affect status of teaching profession and students' educational process, and where research gaps remain by systematically reviewing the scope of academic literature. This study also can provide practical insights for policymakers, teachers and practitioners to navigate the digital transformation of education. In the light of these considerations, this study aims to provide information about teacher influencers, by examining scientific research on teacher influencers and to reveal the trends and research gaps in studies on this subject. In this context, the research problem is defined as: "What are the prominent themes in scientific research conducted on teacher influencers?". Additionally, the following questions will be addressed in the study:

1. What are the characteristics of teacher influencers, and what types of content do they produce on which platforms?
2. How do teacher influencers affect the status of teaching profession?
3. How do teacher influencers affect students' educational processes?
4. What topics and methods have been preferred in scientific studies on teacher influencers?
5. What topics have not been explored in scientific studies on teacher influencers, and what gaps exist in the literature?

Method

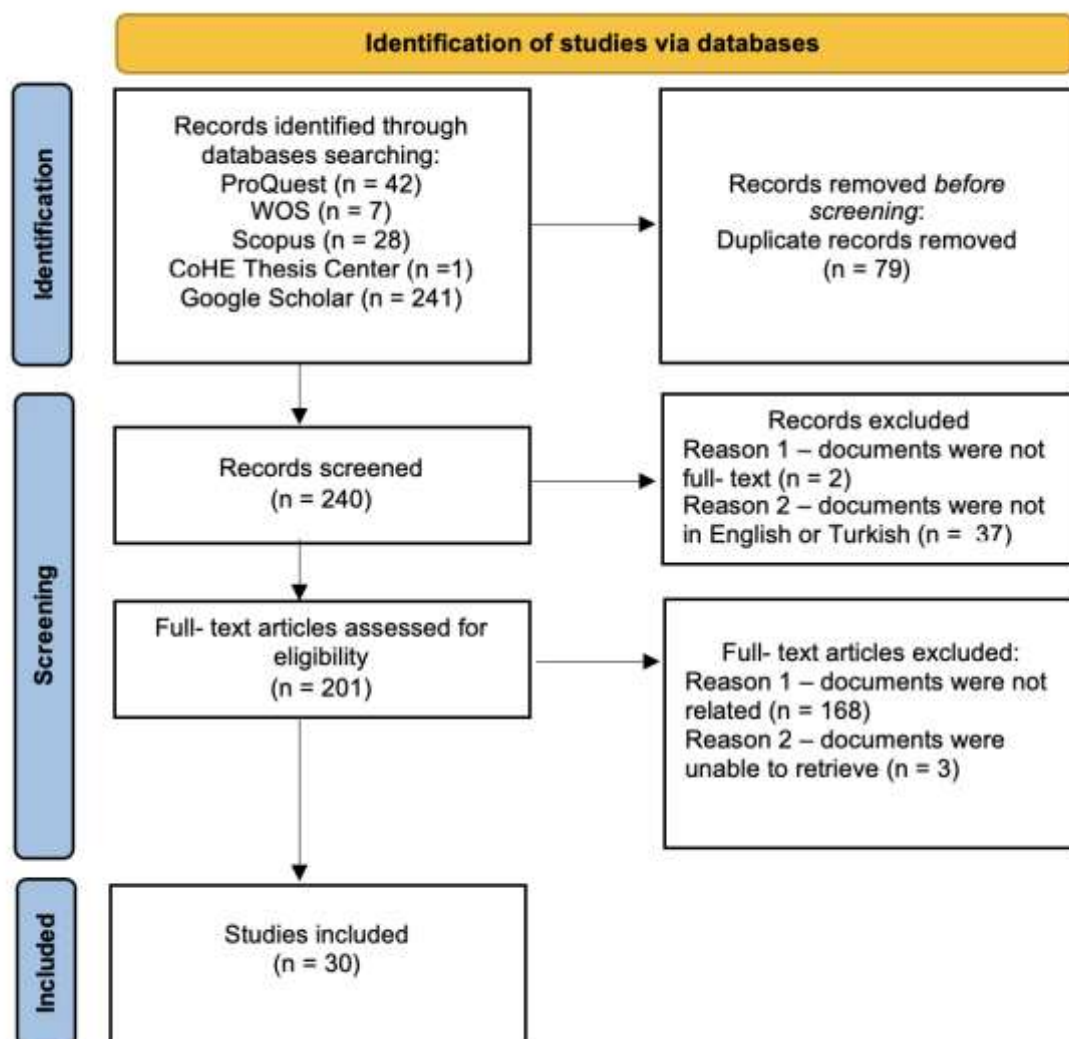
Based on the research problem, the method of this study has been determined as a scoping review. Scoping review is an approach that is gradually gaining popularity to inform decision-making and research by mapping literature on a specific topic. They use evidence from various research methods and non-research sources, such as policy. Scoping reviews are intended to promote transparency and reproducibility, in which data is systematically collected and presented in a structured way. In addition there are protocols to follow for scoping reviews and steps that can enhance reliability by reducing errors (Munn et al., 2018). Another strength of scoping reviews is that the collected information can be presented in various formats, with themes, ideas, findings, and strategies mapped using graphs, diagrams, or visual methods by the authors (Godfrey, 2020). The design of this study is based on the criteria outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses for Scoping Reviews (PRISMA-Scr) guidelines and PRISMA 2020 diagram. PRISMA-Scr is a checklist consisting of 20 essential reporting items and 2 optional reporting items which are a systematic approach to synthesizing knowledge in the literature, including the topics, theories, and knowledge gaps (Page et al., 2021; Tricco et al., 2018). This study was conducted as a scoping review to map and synthesize the existing body of literature on teacher influencers, with a focus on teacher influencers' characteristics, effects on the teaching profession, and effects on students' educational process.

Eligibility Criteria

In this study, the data collection was carried out by identifying suitable studies in various databases. In scoping review studies, the inclusion and exclusion of studies during the data collection phase are presented in a flow diagram (Page et al., 2021). Studies were included if they (I) addressed the phenomenon of teacher influencers or related terms such as educational influencers or edu-influencers, (II) were published in either English or Turkish, and (III) were available in full text. Exclusion criteria were: (I) publications in languages other than English or Turkish, (II) studies without full-text access, and (III) studies unrelated to the research aim. The steps followed in the data collection process of this study are presented in the PRISMA 2020 flow diagram (Page et al., 2021) in Figure 1.

Figure 1

Identification of Studies via Databases



Note. Adapted from *The PRISMA 2020 statement: An updated guideline for reporting systematic reviews* (Page et al., 2021)

As seen in Figure 1, during the identification phase ProQuest, WOS (Web of Science), Scopus, CoHE Thesis Center (Turkish National Thesis Center), and Google Scholar databases were searched. The search was conducted using the Boolean operators 'OR' and 'AND' with the following search terms: 'Teacher Influencer' OR 'Influencer Teacher' OR 'Educational Influencer' OR 'Edu-Influencer'. The final search was completed on 27 February 2025. Before the screening phase, all search results were included except duplicates. During the screening phase, studies that were not published in Turkish or English and those without full-text access were excluded. After eligibility assessment, studies with an unsuitable research topic and purpose, as well as those without open access, were excluded. Finally, 30 studies were selected as suitable and included for the scoping review on teacher influencers.

Data Charts

A standardized data charting form was developed to extract key information from each included study, including author(s), year of publication, country, study aim, and methodological approach. The

charting process was updated and refined during data extraction to ensure consistency and comprehensiveness. The synthesized data are presented in Table 1.

Table 1

Overview of the Included Studies

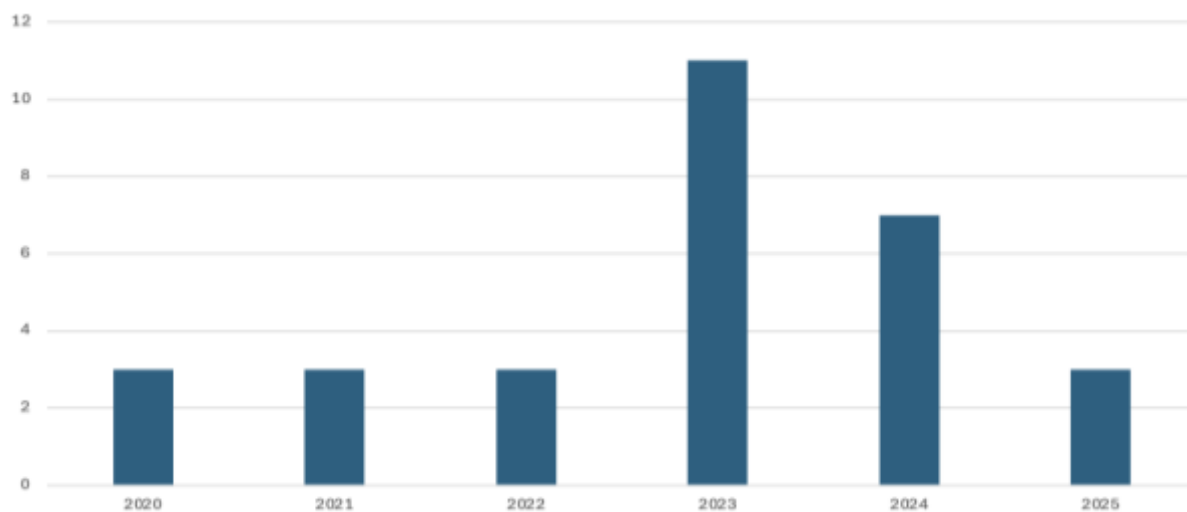
Author (Year/Country)	Article title	Research Aim	Research Method
1-P. Marcelo (2020/Spain)	Educational influencers what can we learn from them?	To explore the format and content used in Twitter posts by Spanish "educational influencers" when interacting with their followers.	Quantitative
2-Schneckenleitner & Thaler (2020/Austria)	The use of educational influencers for communication activities in the tertiary education sector in Austria	To examine the role of social media influencers in enhancing the reputation of the higher education sector in Austria.	Qualitative
3- Shelton et al. (2020/USA)	Instagramming their hearts out what do edu-influencers share on instagram?	To investigate the content shared by Edu-influencers on Instagram, a rapidly growing but under-researched social media platform where influencer culture is prevalent.	Qualitative
4-Gil-Quintana & Vida de Leon (2021/Spain)	Educational influencers on instagram analysis of educational channels,audiences and economic performance	To analyze how educational influencers leveraged Instagram during COVID-19 lockdowns to engage with new audiences, strengthen their channels, and create transmedia productions.	Mixed
5-C. Marcelo & Marcelo (2021/Spain)	Educational influencers on Twitter analysis of hashtags and relationship structure	To explore Spanish educational influencers with a significant presence on Twitter, identifying the most common topics and hashtags they use, as well as the network structures of their interactions.	Quantitative
6-Saldana et al. (2021/USA)	Teachers as Market Influencers: Towards a Policy Framework for teacher brand ambassador programs in K-12 Schools	To investigate the meaning of being a micro-influencer in education by analyzing the context in which such programs emerge and examining current examples of AI-based (TBA) programs offered by Google, Amazon, Apple, and Microsoft.	Review
7-Davis & Yi (2022/USA)	Double tap, double trouble: Instagram, teachers, and profit	To assess the performance of teacher agency amid national, financial, and professional constraints in education, highlighting the increasing use of Instagram in primary school contexts.	Qualitative
8-Gil-Quintana et al. (2022/Spain)	Nano-influencers edutubers: Perspective of Centennial generation families in Spain	To understand Spanish teachers' media literacy from the perspective of primary school children's families.	Mixed
9-Pasquel-Lopez et al. (2022/Mexico)	Social network analysis of edutubers	To explore the dynamics of EduTubers to understand their motivations for engagement.	Quantitative
10-Arantes & Bunchanan (2023/Australia)	Educational data advocates: emerging forms of teacher agency in postdigital classrooms	This study has a dual purpose: (1) to propose an exploratory typology of teacher influencer behaviors using semi-structured interviews from the Australian Classrooms in Action Research Project, and (2) to argue that teacher influencers have the potential to act as advocates in increasingly regulated school environments.	Qualitative
11-Azevedo (2023/USA)	Influencer or teacher leader: An exploration of teacherpreneurs' use of Instagram to lead	To analyze Instagram posts of U.S.-based teacher entrepreneurs to explore their teacher leadership qualities using the Teacher Leadership Standards framework (Teacher Leadership Exploratory Consortium, 2011).	Qualitative
12-Carpenter et al. (2023/USA)	The education influencer: A new player in the educator professional landscape	To define and contextualize the phenomenon of teacher influencers within the literature on micro-celebrities, social media influencers, teacher social media use, teacher identity, and teacher entrepreneurship.	Review
13-Fiallos & Figueroa (2023/Spain)	Detection of educational influencers and communities on TikTok	To facilitate the discovery of communities and topic identification by providing insightful and valuable information on influencers, groups, and educational spaces.	Quantitative
14-Hartung et al. (2023/Australia)	Teachers of Tiktok: Glimpses and gestures in the performance of personal identity	To focus on a South Australian teacher known as "Mr. Luke," whose optimistic TikTok videos capturing "#teacherlife" have gained significant attention.	Qualitative
15-Kızıltaş (2023/Türkiye)	A modern problem faced by primary school students in	To examine in detail the process of becoming a teacher influencer and its impact on students.	Qualitative

	disadvantaged regions: The teacher Influencer		
16-C. Marcelo et al. (2023/Spain)	Micro-celebrities or teacher leaders? An analysis of Spanish educators' behaviors on twitter	To investigate who teacher influencers are, how their networks are structured, and how they perceive themselves.	Qualitative
17-Schroeder et al. (2023/USA)	Crafting the consumer teacher: education influencers and the figured world of K-12 teaching	To analyze how consumer ideologies and discourses emerge when audiences transition to viewing teachers through the lens of social media.	Qualitative
18-Semiz & Kılıç (2023/Türkiye)	A Turkish influencer physical educator's teacher agency reflections on instagram a netnographic study	To examine the reflections of a physical educator who actively uses Instagram for professional purposes.	Qualitative
19-Toker Gökçe & Kaya (2023/Türkiye)	Sosyal medya fenomeni öğretmenler hakkında öğretmen görüşleri (Instagram örneği)	To assess teachers' perspectives on the impact of social media teacher influencers on students' education in public schools.	Qualitative
20-Vizcaino-Verdu & Abidin (2023/Spain)	TeachTok: Teachers of Tiktok, micro-celebration, and fun learning communities	To understand how teachers participate in the micro-celebrity process by examining the subculture of teachers and teaching on TikTok, locally known as "TeachTok," using ethnographic immersion and audiovisual content analysis.	Qualitative
21-Aslan (2024/Türkiye)	Bite-sized language teaching in the digital wild: relational pedagogy and micro-celebrity English teachers on Instagram	To explore the creative ways English teachers, as influential educators, design English learning content on Instagram using their digital literacy, socio-semiotic resources, and individual creativity.	Qualitative
22-Beck & Riddle (2024/USA)	Tikking the Tok and Leading the way: Teacherpreneurs Leading on TikTok	To investigate how teacher pioneers, a type of teacher leader, exercise leadership on TikTok.	Qualitative
23-Fang et al. (2024/China)	Time-sensitive "teacher": A longitudinal model of follower contributions on educational social media influencers based on S-O-R framework	To explore how Edu-SMIs manage relationships with their followers and optimize their followers' value to achieve successful commercialization.	Quantitative
24-Karabatak et al. (2024/Türkiye)	Sosyal medyada öğretmen olmak: fenomen öğretmenlerin paylaşımlarının eğitim üzerindeki etkileri	To analyze the role, impact, and potential improvements of teacher influencers within the education system from an academic perspective.	Qualitative
25-Korkmaz (2024/Türkiye)	Fenomen Öğretmenlik ve Çocuk Hakları Üzerine bir içerik analizi	To identify the content created by teacher influencers on Instagram and examine their messages in the context of children's rights.	Qualitative
26-Taddeo & Diaferia (2024/Italy)	Economics of Educational Content Creators on social media	To analyze how online content creators who establish educational and cultural editorial lines adapt platform-recommended business models to manage their content sustainably and profitably.	Qualitative
27-Zozaya Tellez (2024/USA)	Tiktoking and instagramming: Following High school teacher influencers' roles in supporting and informing teacher practices	To gain a deeper understanding of the current and potential role of teacher influencers in supporting high school teachers and their instructional practices.	Qualitative
28-Chen et al. (2025/China)	Unveiling learners' intentions toward influencer-led education: an integration of qualitative and quantitative analysis	To illuminate the foundations of students' tendencies to adopt influencer-led education models.	Mixed
29-Sun et al. (2025/China)	Lessons in influence: unveiling the multimodal identity construction of female teacher influencers on Xiaohongshu	To examine the multimodal identity construction of female teacher influencers on Xiaohongshu, China's leading women-focused social media platform.	Qualitative
30-Wang Curran (2025/China)	Language teachers' use of social media platforms and online tutoring platforms: A scoping review	To synthesize and provide an overview of existing research that explicitly focuses on language teachers' use of digital platforms in commercial contexts.	Review

As summarized in Table 1, the included studies begin in 2020 and continue to 2025. After 2022, amount of publications on teacher influencers relatively increased. The studies were conducted mostly in the United States, Spain, and Türkiye, besides there are some studies which conducted in China, Australia, Austria, Italy, and Mexico. Methodologically, qualitative approaches dominate the field, followed by quantitative, mixed-method, and review studies. Thematically, the research have several aims from identity construction and professional development to commercialization and ethical concerns. The distribution of the included studies in this scoping review by country, year and method

used in the research is given in the graphs below. The distribution of studies by year is presented in Figure 2.

Figure 2



Distribution of Research on Teacher Influencers by Year

As seen Figure 2, the most research on teacher influencers published in 2023. Three studies were published in the first two months of 2025. It shows that as of 2023, the number of published studies on teacher influencers has increased compared to previous years. The country-wise distribution of the included studies is presented in Figure 3.

Figure 3

Country-wise Distribution of Research on Teacher Influencers

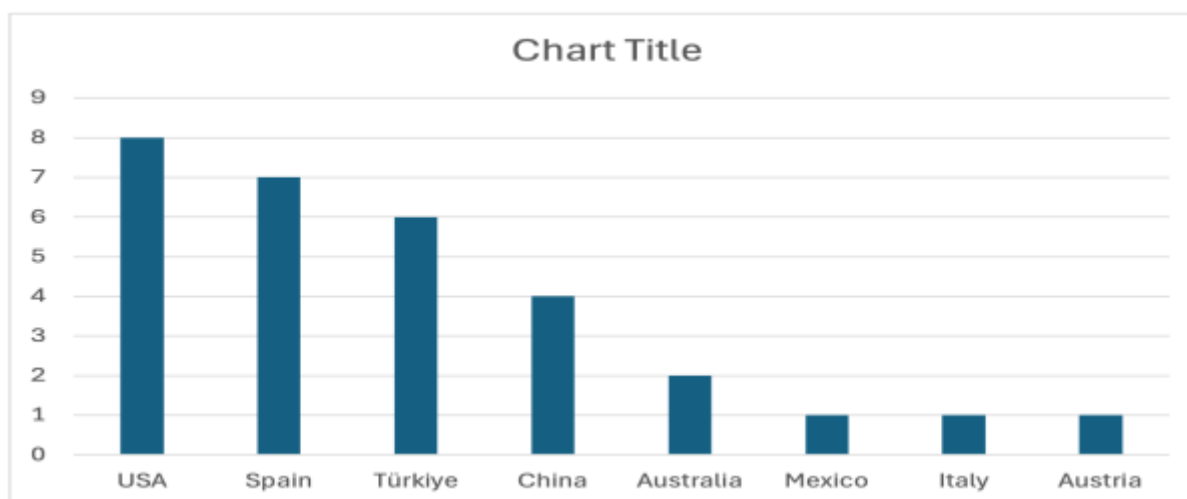
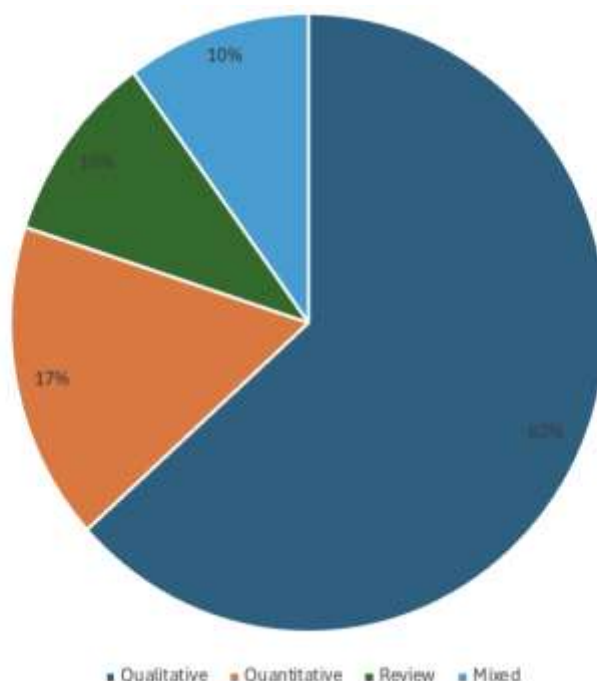


Figure 3 shows that the half of the research on teacher influencers was conducted in the USA and Spain. Teacher influencers have been the subject of research mostly in the USA, Spain and Türkiye. The methodological distribution of the included studies is presented in Figure 4.

Figure 4

Methodological Distribution in Reaserch on Teacher Influencers



As shown in Figure 4, 19 of the studies were conducted with the qualitative method, 5 with the quantitative method, 3 with the mixed method, and 3 of them were review studies. It is seen that the most preferred method in studies on teacher influencers is qualitative.

Findings

The findings of this scoping review synthesize the findings of 30 studies on teacher influencers published between 2020 and early 2025. The analysis highlights common themes related to teacher influencers' characteristics, characteristics of their content, effects on teaching profession, and effects on students' educational process, as well as research gaps for future work. The results of this scoping review are presented under the five themes: the characteristics of teacher influencers, the characteristics of teacher influencers' contents, the effects of teacher influencers on the teaching profession, the effects of teacher influencers on students' educational processes, and research gaps and implications for further studies. Together, these findings provide an overview of both the opportunities and challenges associated with the role of teacher influencers in education.

The characteristics of teacher influencers

This part describes who teacher influencers are and what kind of behaviors they display on social media. It focuses on how they share knowledge, seek popularity, and present themselves to followers.

Share their knowledge

According to the findings, teacher influencers play a role in disseminating various information and practices related to education. They continue their activities on social media to share and inform about the use of technology, testing new educational platforms and expressing their opinions, creating communities within the scope of professional learning in the school context, and improving educational outcomes (Arantes & Buchanan, 2023). Teachers contribute to their peers by sharing their ideas, experiences, and resources on social media (C. Marcelo et al., 2023). Teacher influencers often create content to share classroom strategies, teaching tips, and educational resources with other educators (Korkmaz, 2024). Teachers share classroom experiences, teaching materials, learning processes, classroom strategies, gestures, and teaching methods through short TikTok videos, providing practical insights to followers (Hartung et al., 2023; Vizcaíno-Verdú & Abidin, 2023). Some teacher influencers prioritize sharing educational knowledge and materials rather than influencing opinions or decisions (Schneckenleitner & Thaler, 2020). Although teacher influencers emphasize their professional identity, most posts focus on lifestyle and consumer topics rather than teaching

knowledge (Sun et al., 2025). According to the findings of the study by Kiziltaş (2023), most teachers see teacher influencers as teachers who share content on social media during class hours and evaluate this as a negative situation.

Young and inexperienced/trying to be popular

In the study conducted with teachers, most of the participants stated that teacher influencers are young and inexperienced teachers and aim to be popular (Kiziltaş, 2023). Also, many posts prioritize gaining popularity and followers on social media rather than showcasing professional achievements (Sun et al., 2025). Some teachers join TBA (Teacher Brand Ambassador) programs to gain recognition or social media followers (Saldaña et al., 2021). Many prominent TikTok teachers are young or pre-service teachers, creating content to gain visibility and connect with peers (Hartung et al., 2023). Some teachers participate in social media trends and use humor and role reversals to present a younger, more popular image (Vizcaíno-Verdú & Abidin, 2023). Many teacher influencers are early in their careers and aim to build recognition and popularity through their online presence (Korkmaz, 2024).

Their Profile and Followers

Teacher influencers' profiles highlight academic degrees, teaching positions, and success stories to present a prestigious identity (Sun et al., 2025). Teacher influencers are content creators who deliberately seek to capture audiences' attention and stand out from competitors by increasing digital engagement (Pasquel-López et al., 2022). However, some teacher influencers do not identify themselves as influencers, they see themselves more as "digital artisans." (C. Marcelo et al., 2023). In a research, amateur teacher influencers who is named educational nano-influencers focus strongly on community interaction but lack skills in content production and dissemination, while macro-influencer edutubers are highly skilled in production and dissemination yet show weaker interaction with followers (Gil-Quintana et al., 2022). In another research shows that, 85% of the influencers analyzed use unverified accounts. The profile picture gives the first impression to followers: 69% use a content-related image, while some prefer a personal photo. Most accounts (62%) use Spanish, followed by English (15%); some produce multilingual content. 92% of influencers include external links in their biographies; 46% use link managers, while 38% direct users to their personal websites. Although all biographies provide brief and clear information about the content, they do not mention personal background or academic qualifications, which creates an information gap. Follower credibility examination showed that, all influencers have over 80% "real" followers. This indicates that their audiences largely consist of high-quality and authentic user profiles (Gil-Quintana & Vida De León, 2021).

The characteristics of teacher influencers' contents

This part explains the types of content teacher influencers share. It includes how they try to appear authentic, use their platforms for commercial purposes, build personal brands, and sometimes discuss ideological or personal topics.

Authenticity

In a netnographic study conducted with a teacher influencer, according to the participant, the content produced by teacher influencers should be original, professionally designed, and different from the posts of other influencers (Semiz & Kılıç, 2023). As a result of the analysis of the posts of teacher influencers who produce English language teaching content on social media, it has been revealed that teacher influencers share interesting posts that encourage followers to participate. In addition, some teacher influencers make language teaching more interesting through texts that students do not learn in class but are popular, and some of them use their own creative and individual teaching techniques (Aslan, 2024). Teacher influencers often share posts about classroom aesthetics, bulletin boards, and professional development. In addition, they share posts about a variety of engaging materials and humor related to popular culture (Davis & Yi, 2022). Some educational influencers have deliberately chosen not to monetize their social media profiles and posts so they can produce their own original content and avoid being dependent on sponsorships (Taddeo & Diaferia, 2024). Influencers often share content that highlights their "intimate self" making them appear relatable and credible to followers. Motivational posts revealing personal struggles or teaching approaches without overt

promotion reinforce this sense of authenticity. (Wang & Curran, 2025). Relatability is created through daily life and personal experiences, giving an impression of authenticity (Sun et al., 2025). Posts are sincere and original, based on teachers' personal interests and experiences (C. Marcelo et al., 2023). In TikTok, videos depict real classroom experiences, teachers' daily actions, and pedagogical reflections (Hartung et al., 2023). Learners adopt influencer teachers' content mainly when it provides practical utility; usefulness is central for sustaining engagement (Chen et al., 2025).

Commercial use

Teacher influencers post to sell products that are associated with the purchase of specific brands and products, both educational and non-educational. Teacher influencers do this through advertising and sponsored posts, and sometimes through subtle motivational messages. The posts made by the teacher influencer can contribute to both establishing a business network and using the profile for advertising and marketing purposes (Semiz & Kılıç, 2023). In a study conducted with teacher influencers with large numbers of followers on Instagram, called Teachergrammer, it was found that teacher influencers have personal business ventures related to school, personal blogs, websites and other social media accounts in addition to their Instagram accounts. It was also revealed that most teacher influencers have TPT (TeachersPayTeachers) accounts to sell their curriculum materials and resources (Davis & Yi, 2022). Most of influencers take aesthetic care in their posts, using high-quality visuals aligned with digital marketing strategies. Influencers consistently use hypertext in their posts to complement images, provide additional information, and foster interaction. Their captions alternate between formal, educational language and more casual, marketing-oriented styles, often enriched with hashtags, mentions, emojis, and calls to action to engage followers. While almost all accounts include external links in their profiles, usually directing to personal blogs or services, their content generally combines educational resources with elements of personal branding and commercial promotion. In many cases, posts serve both an informative and an economic purpose, blending teaching support with strategies to increase visibility and generate revenue (Gil-Quintana & Vida De León, 2021). According to research conducted by Taddeo & Diaferia (2024), the content and activities that influencers, who produce educational content on social media, generate income from vary depending on the number of followers. Marketing products such as books, courses, tools and consultancy services produced by themselves or by other sellers through shared posts is seen as a source of income for educational influencers. In addition, these influencers can earn income by participating in cultural events such as fairs, congresses and exhibitions and attracting participants or by announcing these events on their profiles and increasing the visibility of their activities. At this point, sponsorships are also seen as an important source of income for educational influencers. Besides, Influencers promote products and services through their own sales channels or sponsored content. These promotions are often timed to align with holidays, special occasions, or moments of high audience engagement (Shelton et al., 2020). Promotional content is prevalent, including advertising personal products, fellow influencers' offerings, and external brands. Influencers also use seasonal promotions, product placements, and giveaways to engage followers while generating revenue (Wang & Curran, 2025). Engagement with consumer and lifestyle products is supported by professional authority, enhancing brand value (Sun et al., 2025). Once teacher influencers gain the trust of their followers, it leads to commercial contribution intentions (such as purchasing products, clicking links) and word-of-mouth recommendations (Brian Fang et al., 2024). Teacher influencers' discourses often embed consumerist ideology, treating education more like a market-driven product (Schroeder et al., 2024). Some content is shaped by brand partnerships, where classroom practices are tied to sponsored products or services (Korkmaz, 2024). Also, TBA programs use teachers' content to promote products and support brand marketing (Saldaña et al., 2021). However, a study conducted by C. Marcelo et. al. (2023) shows the exact opposite, Commercial purposes are not present, teachers do not aim to sell products or earn money from their posts.

Violation of children's rights

In a study, the majority of teacher participants see social media posts shared by teacher influencers as a violation of children's rights and child abuse (Kiziltaş, 2023). Also, some shared content includes

inappropriate elements for students, such as sexualized pop culture references. Such content can negatively impact the safety and appropriateness of the learning environment for children (Shelton et al., 2020). A few posts contain content potentially inappropriate for children, such as lessons referencing sexualized pop culture lyrics. These instances demonstrate the risks associated with unmoderated educational content targeting minors (Wang & Curran, 2025). Students' data and classroom experiences may be used for marketing and data collection without consent (Saldaña et al., 2021). In some TikTok videos, teacher influencers take care to protect the anonymity of young children in their content, addressing ethical concerns related to sharing young children's activities online (Vizcaíno-Verdú & Abidin, 2023). Occasionally, student images or personal information appear without proper privacy considerations (Korkmaz, 2024).

Personal branding

As a result of the research in which the content analysis of the profiles and posts was made, it was seen that teacher influencers shared posts about customer satisfaction of the products they recommended and that teaching would be better if they purchased them. Teacher influencers also share posts that emphasize the importance of hustle and self-branding by producing and selling their own products (Davis & Yi, 2022). Some influencers, who produce educational content, use social media to build an audience for a personal project they are planning, such as publishing their own books or selling their own products. For this reason, they create a social media profile and post about same topic with their future project (Taddeo & Diaferia, 2024). Influencers strengthen their personal brand by sharing achievements and glimpses of their daily life. Stylized and carefully designed posts help create a recognizable and influential online image (Shelton et al., 2020). Online teachers strategically build their personal brand by sharing slice-of-life posts, compliments, and connecting social media content to blogs or websites. This self-presentation helps establish a recognizable identity and enhance credibility in digital spaces (Wang & Curran, 2025). Professional teacher identity is combined with academic achievements and elite education background to build a personal brand (Sun et al., 2025). Teacher influencers maintain a clear personal or brand identity through blogs, Twitter, Instagram, and YouTube accounts (Schneckenleitner & Thaler, 2020). Their content tends to become uniform and market-oriented, prioritizing brand image over diverse pedagogical approaches (Schroeder et al., 2024). On the other hand, teachers do not aim to create a personal brand, but their posts provide visibility and professional recognition (C. Marcelo et al., 2023).

Topics of educational contents on social media

A social network analysis study shows that the topics of the most commented and shared TikTok accounts which create educational content are science experiments, language teaching, biology, psychology, medicine, cooking recipes, digital technologies, lifestyle, and political media (Fiallos & Figueroa, 2023). Also, hashtags are used not only for general educational topics but also to encourage peer support, innovative teaching methods, and responses to challenges such as the pandemic (C. Marcelo & Marcelo, 2021). Content created by educational influencers on social networks provides opportunities for knowledge exchange and learning. Two main content categories stand out: influencers' personal views, including their reflections and acknowledgements, and teaching-related topics, such as online instruction, strategies, learning activities, resources, and assessment. Frequently addressed elements include objections, educational technology, digital tools, and emotional education (P. Marcelo, 2020). The shared content focuses on lesson materials, learning strategies, and pedagogical practices. It also includes information about innovative teaching methodologies and various subject areas (Shelton et al., 2020). Influencers share a wide range of educational content, including lesson plans, teaching strategies, learning activities, and pedagogical approaches. Some posts also focus on empowering marginalized students or integrating culturally sustaining practices (Wang & Curran, 2025). Posts cover topics such as mathematics, technology, teaching strategies, and professional practices (C. Marcelo et al., 2023). In TikTok videos cover teaching techniques, classroom management, pedagogical philosophy, and teacher-student interactions (Hartung et al., 2023). Learners expect influencer teachers to align their teaching content with task requirements and technological features; when this match exists, engagement and learning outcomes increase (Chen et al., 2025). They share lesson ideas, classroom management strategies, and curriculum-related materials in accessible formats (Korkmaz, 2024). However, on the profile of some teacher influencers,

educational content is rarely shared; posts mainly focus on lifestyle, beauty, and consumerism (Sun et al., 2025).

Personal Life

Teacher influencers sometimes create contents about their personal lives. These contents often include posts about activities they do outside of work, vacation photos, and time spent with their families (Davis & Yi, 2022; Shelton et al., 2020). Some influencers share photos related to their personal life (family, work environment, daily life). However, these are not frequent but rather occasional posts aimed at creating emotional connections and engagement with followers (Gil-Quintana & Vida De León, 2021). Many posts include glimpses into daily life, such as meals, family events, or celebrations. These personal shares help humanize the influencers and create a connection with their audience (Wang & Curran, 2025). Daily routines, home decoration, nutrition, and personal preferences are shared to make themselves appear more accessible and normal (Sun et al., 2025). Personal stories, hobbies, and lifestyle content are mixed in to build stronger emotional connections with their audience (Korkmaz, 2024).

Ideological use

The findings of the study include that some teacher influencers, albeit in the minority, frequently post about topics such as politics, sexual orientation, race and class and share their own opinions on these topics (Davis & Yi, 2022). Some influencers convey messages related to social justice, and the empowerment of marginalized groups. These posts encourage teachers to adopt equitable and inclusive practices in their classrooms (Shelton et al., 2020). Certain content promotes social justice, anti-racism, and inclusion, often authored by educators from minoritized groups. Posts highlight culturally responsive teaching and encourage understanding of diverse student and parent backgrounds (Wang & Curran, 2025). Consumer culture and neoliberal values are used to promote female empowerment and individual success (Sun et al., 2025). They promote a consumerist worldview that can reshape how education is perceived, from a public good to a private investment (Schroeder et al., 2024).

Teacher influencers' effects on teaching profession

This part explores how teacher influencers affect the teaching profession. It examines their role in collaboration, professional development, and how their visibility changes the social status and perception of teachers.

Collaboration and Professional Development

Teacher influencers create a collaborative community where they share materials, ideas, and strategies to improve professional practice and provide mutual support. Also, some groups of influencers focus on areas such as science and mathematics teaching, innovative methodologies, teacher training, and the sharing of educational resources (C. Marcelo & Marcelo, 2021). Social media facilitates information sharing and interaction among teachers, supporting collaboration and professional growth (C. Marcelo et al., 2023). TikTok allows pre-service teachers to observe other teachers' practices, gain ideas, and improve their own teaching skills (Hartung et al., 2023). Follower–follower interactivity facilitates knowledge sharing and trust-building among followers, suggesting that teacher influencers can create online spaces for professional interaction and collaboration (Brian Fang et al., 2024). Teacher influencer content can be effective in reducing professional isolation, expanding professional learning communities, and supporting teachers' perceptions of self-efficacy. At the same time, it is important to establish clear guidelines and protocols for both the review and application of teacher influencer content in instructional contexts to prevent potential misuse in school settings (Zozaya Telles, 2024). Teacher influencers contribute to expanding educational environments and contexts beyond the classroom, supporting new training and socialization processes for the centennial generation (Gil-Quintana et al., 2022). Teacher influencers' collaborative strategies foster professional connections that enhance content exposure, discoverability, and collective professional growth (Pasquel-López et al., 2022). On the other hand, according to Carpenter et al. (2023), the return on time and energy teacher influencers spend producing social media content is uncertain. The effort teacher influencers put in may not always offset professional learning and networking opportunities.

The time teacher influencers spend on social media takes away from the time they could truly develop themselves professionally.

Status of Teaching Profession

Influencers affect the status and perception of teaching by showcasing professional expertise, shaping identity, and influencing norms around pedagogy and classroom practices. Their visibility can elevate certain teaching approaches. But at the same time, their visibility can elevate discrimination or wage inequalities among teachers (Wang & Curran, 2025). Teaching is portrayed as a respectable identity, but professional aspects are insufficiently highlighted (Sun et al., 2025). Posts enhance teachers' professional reputation and visibility within the educational community (C. Marcelo et al., 2023). While teachers gain recognition and rewards, commercialization of teaching may complicate the professional status of the field (Saldaña et al., 2021). In TikTok, teacher influencers, by softening the authoritarian teacher role, present a more accessible and positive image of the profession, enhancing professional commitment and motivation (Vizcaíno-Verdú & Abidin, 2023). Influencer-follower interactivity enhances trust and involvement, contributing to teachers being seen as more visible and reliable figures online (Brian Fang et al., 2024). Teacher influencers' consumerist drive may lead to standardization among teacher influencers, limiting pedagogical diversity and shifting the focus of teaching from democratic and critical thinking values toward profit motives and corporate interests (Schroeder et al., 2024). While teacher influencers can elevate the public visibility of teachers, their focus on consumerist aesthetics risks trivializing the profession and shifting its perception toward entertainment or marketing (Korkmaz, 2024).

Teacher influencers' effects on students' educational processes

This part examines how teacher influencers affect students and learning. It summarizes both positive impacts such as motivation and engagement, and negative ones like privacy issues or distraction.

Positive effects

A study which analyzed the content of posts shared by teacher influencers revealed that some teacher influencers shared information about various teaching strategies and how they implemented them in their own classes to facilitate the development of learning (Azevedo, 2023). According to the findings of the phenomenological study conducted by Karabatak et al. (2024), teacher influencers positively affect the student's educational process by providing student-centered interaction and development in education by providing students with different perspectives and increasing interest in the lesson or education. In addition, teacher influencers facilitate access to information, provide accessibility and participation in education, and become professional role models by encouraging innovation in teaching. In another study examining the content of teacher influencers on social media, it was found that some teacher influencers use social media platforms to share teaching resources, collaborate with colleagues, and guide and support each other (Beck & Riddle, 2024). According to the findings of a qualitative study in which the participants were teacher influencers, it was stated that teacher influencers on social media contribute to education by offering a different perspective on modern classrooms, make learning more creative, and provide parents with the opportunity to follow students and the classroom environment (Zozaya Telles, 2024). According to the views of teacher influencers, educational platforms promoted by some teacher influencers and made available to students free of charge have positive effects on students' educational processes. In addition, teacher influencers contribute to making this educational opportunity accessible to everyone by promoting these platforms and making them available for everyone free of charge (Arantes & Buchanan, 2023). Teacher influencers' content includes lesson plans, videos, and strategies, directly impacts students' educational processes. This includes opportunities for intercultural learning, pedagogical innovation, and engagement, as well as potential risks if content is inappropriate (Wang & Curran, 2025).

Negative effects

Teacher influencers have effects on students' academic success, personality and language skills. Participants mostly stated that academic success decreases in the academic success category. In

terms of the effect on students' personality, behavioral disorder and negative role model were the most common. In the language development category, adversely affects language development was the most expressed (Kiziltaş, 2023). According to another study, a teacher influencer participant stated that teacher influencers should not use the time they should spend with their students while performing time-consuming processes such as creating profiles and designing content on social media (Semiz & Kılıç, 2023). The result of the content analysis of posts which shared by some teacher influencers noted that even when teachers were producing content about improving teaching, they directed their followers to products which required membership and purchase (Azevedo, 2023). According to results of qualitative research, among the potential harms of teacher influencers on education, the most common ones are student privacy and ethical issues. In the problems related to the educational process, situations such as misinformation in education, disruptions, lack of classroom privacy and corruption of values come to the fore. While there are harms related to teachers such as teachers receiving more criticism and losing their motivation, the negative views of parents are also among the potential harms of teacher influencers on education (Karabatak et al., 2024). In a qualitative study in which teachers participated, the effects of teacher influencers on students' education were classified as positive, negative, and ineffective. Seven of the participants expressed positive statements about teacher influencers, five of them expressed negative, and two of them expressed ineffective statements (Toker Gökçe & Kaya, 2023).

Research Gaps and Implications for Further Studies

This part identifies what is missing in the current research about teacher influencers. It highlights the need for more diverse, long-term, and comparative studies across cultures and platforms.

Platform Diversity and Comparative Analyses

Most existing studies generally focus on Instagram and Twitter (Davis & Yi, 2022; C. Marcelo & Marcelo, 2021; Shelton et al., 2020). Recently, studies on TikTok and YouTube has expanded the scope (Pasquel-López et al., 2022; Vizcaíno-Verdú & Abidin, 2023). The cross-platform studies remain underexplored. Comparative analyses across multiple platforms are necessary to understand how pedagogical practices, identity construction, and follower engagement differ (Beck & Riddle, 2024; Fiallos & Figueroa, 2023; P. Marcelo, 2020).

Longitudinal and Cross-Cultural Studies

Much of the literature employs short-term or descriptive designs, limiting insights into long-term consequences of teacher influencers' effects. Longitudinal research is necessary, particularly regarding the effects of influencer-teacher collaborations, identity construction, and student outcomes (Brian Fang et al., 2024; Chen et al., 2025; Hartung et al., 2023). Moreover, most data originate from Western or Spanish (Semiz & Kılıç, 2023; Wang & Curran, 2025). Future research should search cross-cultural comparisons to capture sociocultural variations in teacher influencer practices (Gil-Quintana & Vida De León, 2021; Schneckenleitner & Thaler, 2020).

Professional Identity and Ethics

Several studies have findings on duality between teacher professionalism and commercialization, yet these remain insufficiently theorized (Davis & Yi, 2022; Schroeder et al., 2024). The status of teaching profession, perception of teaching, branding, and consumer ideologies needs systematic examination across disciplines (Arantes & Buchanan, 2023; Azevedo, 2023). Besides, ethical concerns, especially regarding child rights, commercialization, and professional boundaries are seen on studies but they need to be developed (Kiziltaş, 2023; Korkmaz, 2024; Saldaña et al., 2021).

Pedagogical and Learning Outcomes

While several works study on teacher influencers' content and identity, there are a few studies about effects on students' learning, values, and academic performance (Karabatak et al., 2024; Toker Gökçe & Kaya, 2023). Future studies should empirically test how teacher influencers affect student engagement, learning, and pedagogy (Aslan, 2024; Beck & Riddle, 2024).

Economic and Policy Dimensions

The economic sustainability of teacher influencer practices and their integration into policy frameworks can be developed. Sustainable business models for teacher influencers can be examined (Taddeo & Diaferia, 2024). Policy guidelines that address ethical and institutional concerns must be developed (Carpenter et al., 2020; Saldaña et al., 2021). Economic and policy dimensions of teacher influencers are particularly relevant given the blurred boundaries between education and market dynamics.

Methodological Innovation

Methodological diversity, including multimodal analysis, quantitative designs, and social network analysis is necessary for the further studies (Chen et al., 2025; Fiallos & Figueroa, 2023). Besides, mixed-method and interdisciplinary approaches may be used to deeply explore pedagogical, social, and economic dimensions of teacher influencers (Sun et al., 2025).

Discussion, Conclusion, and Recommendations

This study shows that the phenomenon of teacher influencers is multi-dimensional, and it has both positive and negative sides. On the positive side, authenticity, professional development, collaboration, and community building are important. On the negative side, commercialization, violations of children's rights, and the possibility of ideological use come to the fore (Davis & Yi, 2022; Semiz & Kılıç, 2023; Wang & Curran, 2025). In other words, this dual structure makes it clear that teacher influencers bring both opportunities and risks into education. Based on the research problems, five main themes were identified: the characteristics of teacher influencers, the characteristics of their content, their effects on the teaching profession, their effects on students' educational processes, and the research gaps and implications for future studies.

The first theme is the characteristics of teacher influencers. The studies showed sub-themes such as share their knowledge, young and inexperienced/trying to be popular, and their profile and followers. Teacher influencers are often described as people who share their knowledge and professional experiences with other teachers, students, and parents on social media platforms (Aslan, 2024; C. Marcelo et al., 2023). However, sometimes they are also seen as young and inexperienced teachers who mainly try to become popular (Korkmaz, 2024). This may be because young teachers are usually more active on social media and have stronger digital skills. When it comes to their profiles, some are carefully and professionally designed, while others are more focused on attracting followers, sometimes without giving much information about themselves (Semiz & Kılıç, 2023). It can be said that teacher influencers share their knowledge and classroom experience on social media with other teachers, students and even parents. Also, they can reach large audiences with help of the algorithm of social media platforms. However, this can also lead to problems like social media disinformation. For example, young and inexperienced teachers, to increase their followers or gain popularity on social media, produce content carelessly and without sufficient knowledge, which can misinform and mislead the audiences.

The second theme is the characteristics of teacher influencers' contents. In the reviewed studies, the sub-themes authenticity, commercial use, violation of children's rights, personal branding, topics of educational contents on social media, personal life, and ideological use were identified. In authentic content, to create trust and closeness for their followers, teacher influencers share their sincere experiences, real classroom practices, or personal reflections (Aslan, 2024; Hartung et al., 2023; Wang & Curran, 2025). At the same time, they use practical and useful content to increase engagement. However, some teacher influencers try to stay authentic, but others combine their profiles with personal branding and popular culture, and eventually it brings commercialization into play (Davis & Yi, 2022; Sun et al., 2025). Sponsorships, product promotions, and material sales give more visibility to teacher influencers but also this situation create a risk of turning teaching into a tool of consumer culture (Schroeder et al., 2024; Sönmez et al., 2025). As a result of this, the content often takes a hybrid form, serving both pedagogical and economic purposes. Another issue is that some influencers post student photos or content that does not fully protect privacy and even use popular culture references that may not be suitable for their age (Gil-Quintana & Vida De León, 2021; Kızıltaş, 2023; Sönmez et al., 2025). This situation shows that there is a need for stronger awareness about children's rights and ethical boundaries especially using social media. Teacher influencers also build personal brands by sharing their achievements and daily life experiences on their profile (C.

Marcelo et al., 2023; Taddeo & Diaferia, 2024). This gives them visibility and prestige, but it also frames teaching more like entrepreneurship and self-promotion (Sönmez et al., 2025). The topics covered in the content are quite broad, including language teaching, science, technology, teaching strategies, and classroom management (Fiallos & Figueroa, 2023; Korkmaz, 2024). Some of them also emphasize social justice and inclusion (Shelton et al., 2020; Wang & Curran, 2025). But at the same time, many studies argue that lifestyle or consumer-focused posts often overshadow educational ones (Sun et al., 2025). This shows a tension between the educational role of teacher influencers and the tendencies of popular culture. In addition, their personal life sharing (family, hobbies, daily routines etc.) helps them build emotional connections with followers (Davis & Yi, 2022; Gil-Quintana & Vida De León, 2021; Korkmaz, 2024). These posts make them look more approachable and relatable, but when such content dominates their profile, there is a risk that the professional teacher identity is mixed with the lifestyle influencer identity (Sun et al., 2025). In that case, teacher influencers should make a choice between creating a teacher profile or lifestyle influencer profile on social media. Another issue is, even if it is a minority, some teacher influencers use their platforms to discuss politics, gender, race, or class (Davis & Yi, 2022; Shelton et al., 2020). These ideological posts used by teacher influencers can promote equality and inclusiveness, but they can also reproduce neoliberal and consumerist values (Schroeder et al., 2024; Wang & Curran, 2025). In this way, teacher influencer content is not only pedagogical but also ideological. It can be said that teacher influencers' content can be authentic and educationally focused, but it can also be commercial and ideological. The content of social media accounts used for commercial purposes should be carefully evaluated in terms of the perception of the teaching profession and its contribution to education. This could lead to teacher influencers taking a profit-driven approach and exploiting their teacher identities for personal branding. Besides, to prevent negative consequences such as violations of children's rights in their content, teacher influencers should be aware of legal practices and ethical principles related to children's rights and personal data protection and review their content accordingly. Moreover, teacher influencers should avoid producing ideological content, because they can reach large audiences through social media.

The third theme is about the effects of teacher influencers on the teaching profession. The studies revealed two main sub-themes: Collaboration and Professional Development, and Status of Teaching Profession. Teacher influencers create a new space for collaboration and professional growth among teachers (Hartung et al., 2023; C. Marcelo & Marcelo, 2021). They share teaching strategies, classroom practices, and educational materials, and it helps to reduce professional isolation and to strengthen teachers' sense of self-efficacy (Brian Fang et al., 2024; C. Marcelo et al., 2023). This is especially useful for young and pre-service teachers, as they can learn from experienced teachers and improve their skills. At the same time, there is a lack of clear guidelines about how this content should be used in schools, and this can create risks (Zozaya Telles, 2024). Another problem is that producing social media content takes a lot of time, which may reduce the time teachers spend on their own professional development (Carpenter et al., 2023). On the other hand, the visibility of teacher influencers on social media can change the public perception of teaching profession. On one hand, thanks to social media, teachers become more accessible, innovative, and popular figures, which can improve the status of the profession (C. Marcelo et al., 2023; Vizcaíno-Verdú & Abidin, 2023). On the other hand, commercialization and consumer-oriented content may damage the reputation of teaching and turn it into entertainment or marketing (Korkmaz, 2024; Schroeder et al., 2024). Moreover, this visibility may also cause jealousy and competition among teachers (Kaya & Toker Gökçe, 2025). Therefore, teacher influencers both increase the visibility of the profession and blur the boundaries of professional identity. It can be said that teacher influencers can contribute to the professional development of teachers by fostering collaboration among teachers through their social media posts. Furthermore, teacher influencers who use social media within ethical and professional boundaries, within educational context, positively influence public perceptions of the teaching profession. Teacher influencers who violate ethical boundaries, use it unknowingly or just for commercial purposes, negatively impact the status of the teaching profession in society. Therefore, teacher influencers should remember that they are, above all, teachers and should be careful to display behaviors consistent with their identity as teachers on social media.

The fourth theme is about the effects of teacher influencers on students' educational processes. In the studies, both positive and negative effects were reported. On the positive side, teacher influencers'

content can make students more interested in lessons, make learning more fun and accessible, and offer them new perspectives (Azevedo, 2023; Karabatak et al., 2024). Also, shared lesson materials, strategies, and innovative methods by teacher influencers can increase students' motivation for learning (Beck & Riddle, 2024; Zozaya Telles, 2024). However, there are also negative outcomes. Some studies mention decreases in academic success, weaker language development, and negative role models (Kaya & Toker Gökçe, 2025; Kiziltaş, 2023). Besides, creating social media content on lesson time can take away teachers' time and energy from their students, and commercial aspects can overshadow learning (Azevedo, 2023; Semiz & Kılıç, 2023). In addition to that, concerns about students' privacy and the risk of superficial learning are also underlined (Karabatak et al., 2024; Sönmez et al., 2025). So, creating content for social media by teacher influencers provides some opportunities but also it brings risks. It can be said that teacher influencers can contribute to students' perception of social media as an educational environment through the content they produce. However, this can also lead to superficial learning due to the nature of social media content. Moreover, teacher influencers who produce content just focused on popular culture and for entertainment purposes can undermine students' respect for teachers.

The last theme is about the research gaps. Most of the studies focus on Instagram and Twitter, while teacher influencers' content on other platforms like TikTok and YouTube are still less explored (Fiallos & Figueroa, 2023; Pasquel-López et al., 2022). To really understand the differences, cross-platform comparisons are needed. Another issue is that many of the studies are short-term or just descriptive. For this reason, there is a strong need for long-term and cross-cultural research that can give deeper insights (Brian Fang et al., 2024; Chen et al., 2025; Hartung et al., 2023; Kaya & Toker Gökçe, 2025). Research from non-Western countries is also very important, because it can show how teacher influencers develop in different cultural and social contexts (Gil-Quintana & Vida De León, 2021; Semiz & Kılıç, 2023). Professionalism and commercialization are often mentioned together in the literature, but they are not studied enough from a theoretical perspective (Davis & Yi, 2022; Schroeder et al., 2024). The link between teaching, personal branding, and consumer ideologies needs more systematic attention (Arantes & Buchanan, 2023; Sönmez et al., 2025). Ethical issues such as children's rights, professional responsibilities, and boundaries are investigated but also need more focus because of their importance (Kiziltaş, 2023; Korkmaz, 2024). Besides, most of the discussions on the effects of teacher influencers' content on student success, values, and learning remain hypothetical (Karabatak et al., 2024; Toker Gökçe & Kaya, 2023). Future studies should measure these effects more directly. Economic sustainability and policy are also missing points. There is a need for business models and policy guidelines that consider both ethics and institutions (Carpenter et al., 2023; Saldaña et al., 2021). Finally, methodological diversity is another gap. Using social network analysis, quantitative designs, mixed-method approaches, and interdisciplinary perspectives would help to better understand the pedagogical, social, and economic dimensions of teacher influencers (Sun et al., 2025).

As a result, the phenomenon of teacher influencer has become widespread as teachers prioritize their professional identities in their social media use. Teacher influencers can manage their social media accounts for both personal and educational purposes. Teacher influencers who manage their social media accounts for personal purposes, particularly through the production of commercial and popular culture-based content, can negatively impact the status of the teaching profession and students' educational processes. On the other hand, teacher influencers who manage their social media accounts for educational purposes can have a positive impact on students and society. This duality makes it difficult to approach the teacher influencer as a one-dimensional phenomenon.

At this point, ethical and legal guidelines for teachers' professional social media use should be developed by policymakers and educational institutions. Also, the fees charged by teacher influencers who use their accounts for commercial purposes for participation in events, as well as the tracking of advertising and product revenue, are another unknown issue. There is no clear information or regulation regarding this situation in the literature. In this context, transparency and disclosure requirements should be introduced for teachers -especially working in public schools- who engage in commercial collaborations or sponsored content. In addition, in order to support teacher influencers in using their social media accounts for educational purposes, teacher influencers should be supported and encouraged to produce pedagogically oriented educational content through institutional incentives and recognition programs.

Besides, both teacher influencers and parents should be informed about the legal and ethical issues surrounding the use of students in their created content. Therefore, awareness programs and training workshops on children's rights, privacy protection, and ethical social media use should be organized by national education authorities. Teachers, students and parents should be informed about not only how they should use social media but also social media influencers. Especially, teachers should be aware of legal practices and ethical principles related to children's rights and personal data protection in social media. For this reason, courses about using of social media platforms in education and ethics should be added to Pre-service teachers' curriculum. Therefore, teachers, students and parents may be aware of social media influencers.

This research systematically reviewed and mapped the scope of the existing literature on teacher influencers. However, the studies included in this study are limited to full-text, open-access studies in Turkish and English, published only up to February 2025, and studies on teacher influencers continue to be published daily. At this point, the Phenomenon of teacher influencers still emerges and needs to be explored. In the future, qualitative, quantitative, and mixed studies on teacher influencers can be conducted with various educational stakeholders, as well as analyses of the content produced by teacher influencers.

Disclosure Statements

Contribution rate statement of the researchers:

Both authors contributed equally to this study.

Conflict of interest statement:

The authors declare that there is no conflict of interest.

CRedit Authorship Contribution Statement

Ertuğ Can, Hilal İstanköylü: Conceptualization, methodology, literature search, data analysis, writing – review & editing.

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