Research Article

EDUCATIONAL POINT
An International Peer-Reviewed Journal

https://www.educationalpoint.net
ISSN: 3062-1011 (Online)

# Understanding the Role of Educational Memes in Shaping College Students' Learning Experiences: A Phenomenological Investigation

Kritch Voyd V. Echano [1], Leoj Merrick A. Franco [1], Krisha Mae D. Pajar [1], Lady Ashley P. Tolibao [1], Gil John E. Marañon [1], Xyzy Mieve B. Pinos [1], Ivy S. Matchobar [1], Evan P. Taja-on [1*]

[1] San Isidro College, PHILIPPINES
* Correspondence: etajaon@sic.edu.ph

**CITATION:** Echano, K. V. V., Franco, L. M. A., Pajar, K. M. D., Tolibao, L. A. P., Marañon, G. J. E., Pinos, X. M. B., Matchobar, I. S., & Taja-on, E. P. (2026). Understanding the Role of Educational Memes in Shaping College Students' Learning Experiences: A Phenomenological Investigation. *Educational Point*, *3*(1), e143. https://doi.org/10.71176/edup/17781

**ARTICLE INFO**

Received: 21 December 2025
Accepted: 12 January 2026

**OPEN ACCESS**

**ABSTRACT**

Despite growing interest in digital learning tools, limited research has examined how educational memes function as meaning-making resources rather than as general engagement devices. Existing studies often treat memes as informal or motivational content, leaving unclear how students themselves interpret their role in learning and where their educational value begins and ends. This study addresses this gap by examining how undergraduate students perceive and experience educational memes within academic settings. Data were collected through in-depth interviews with a purposively selected group of five (5) students enrolled in higher education courses where memes were used as part of instruction. The transcripts were analyzed using a structured thematic analysis to identify patterns in how students described engagement, understanding, emotional support, and perceived limitations. The findings show that students do not view memes as instructional substitutes but as context-dependent supports that aid comprehension, ease academic pressure, and foster connection when clearly aligned with lesson goals. At the same time, students express clear boundaries regarding overuse, misalignment, and loss of academic focus. These results contribute a student-centered account of how memes operate within formal learning, offering guidance for educators and curriculum designers on when and how culturally familiar digital forms can support learning without weakening instructional depth.

**Keywords:** educational memes, learning experience, educational technology, digital learning tools, phenomenological study

## INTRODUCTION

Educational memes are digital visuals, often accompanied by humorous or satirical text, that convey concepts or experiences in a relatable and simplified manner (Dongqiang et al., 2020). While memes are often associated with entertainment, they have found their way into educational spaces where they serve as tools to communicate ideas, reinforce lessons, and connect academic content to students' everyday lives (Antón-

Sancho et al., 2022). With the rapid growth of digital media, memes have become an integral part of how students interact, express themselves, and even process knowledge (Rodriguez-Guillen et al., 2024). Their presence in the academic lives of students signals a shift in learning dynamics, where traditional methods increasingly intersect with modern, technology-driven modes of communication.

Despite the rising popularity of memes in digital spaces, their academic use remains a subject of debate. There is a noticeable lack of research on how educational memes can be meaningfully applied to the teaching and learning process (Qing, 2025; Rathi & Jain, 2024). While some educators acknowledge their potential to engage students and simplify complex topics, others are hesitant, questioning their appropriateness and effectiveness in formal learning settings (Smith et al., 2024; Sorte, 2019). This divide underscores the need to investigate how memes influence learning experiences and whether they can be integrated into pedagogy in ways that support, rather than dilute, educational goals.

The limited body of research leaves an important knowledge gap in understanding the potential of memes within education. Much of the existing discussion revolves around their entertainment value, leaving unexplored how they may contribute to deeper comprehension, retention, and student engagement in academic contexts (Godinez, 2023; Matias, 2020; Ugalingan et al., 2022). Without addressing this gap, opportunities to bridge the cultural realities of students' digital lives with classroom learning remain underdeveloped. Establishing how memes can be adapted into instructional strategies may provide valuable insight into aligning pedagogy with the evolving nature of student learning.

Recognizing the growing influence of digital media, this study emphasizes the importance of exploring how educational memes can shape and enrich the teaching and learning process. This investigation seeks to highlight how technology can be harnessed to connect with students more effectively, making learning both accessible and meaningful by examining their role in academic settings. Such exploration contributes not only to the ongoing conversation on educational innovation but also to practical approaches that respond to the digital realities of today's learners. The study seeks to provide insights into how education students perceive the integration of educational memes in the teaching and learning process, with the aim of uncovering their experiences, attitudes, and the potential implications for classroom practice.

# THEORETICAL FRAMEWORK

Constructivist Learning Theory (Zajda, 2021) provides the foundation for understanding how students create meaning through interaction and personal engagement with content. In this context, memes function as cultural artifacts that students interpret, share, and adapt, making them active participants in knowledge construction. Multimedia Learning Theory (Bower, 2019) complements this perspective by explaining how combining visuals and text, as seen in memes, can support comprehension and memory retention. Together, these theories highlight how memes may not only capture attention but also reinforce learning through their unique blend of humor, simplicity, and relatability.

Meanwhile, Uses and Gratifications Theory (Gallego et al., 2016) helps explain why students turn to memes in their academic and personal lives, pointing to motivations such as entertainment, information, social connection, and self-expression. When applied to educational contexts, this theory shows how students' natural engagement with memes can be redirected toward meaningful academic use. These three theories complement each other by providing a holistic understanding: constructivism explains how knowledge is built, multimedia theory shows how it is supported, and uses and gratifications highlight why learners are drawn to this medium. Together, they frame memes not as distractions but as potential tools for enhancing learning experiences.

## Statement of the Problem

The rise of digital media has introduced new ways of engaging students, with memes emerging as a popular medium that blends humor, creativity, and information sharing. While memes are widely used in social contexts, their role in academic learning remains underexplored and often contested among educators. Some view them as effective tools for capturing attention and simplifying complex concepts, while others question their appropriateness in formal learning environments. This uncertainty highlights the need to examine how students themselves perceive and experience the use of educational memes in relation to their learning. Specifically, the study seeks to address the question:

- How do students perceive the use of educational memes in their learning experiences?
- How do students describe the influence of educational memes on their understanding of academic content and their emotional experiences during learning?
- What limitations or concerns do students associate with the use of educational memes in academic settings?

# REVIEW OF RELATED LITERATURE

## The Evolution of Memes in Digital Culture

Memes first emerged as simple digital expressions used for humor and social commentary, often shared within online communities to reflect common experiences. Over time, their form and function expanded as social media platforms allowed rapid creation, sharing, and reinterpretation of visual content (Dongqiang et al., 2020). Memes became more than entertainment, serving as a way for individuals to communicate ideas, emotions, and social realities through images paired with brief text. Their ability to compress meaning into a familiar and relatable format made them powerful tools for collective understanding, especially among younger generations who are deeply immersed in digital environments (Mukhtar et al., 2024).

As memes evolved, they began to reflect not only cultural trends but also educational experiences, including academic stress, classroom interactions, and learning challenges. This shift positioned memes as informal carriers of knowledge and shared meaning, blurring the line between leisure and learning (Rodriguez-Guillen et al., 2024; Rogobete, 2024). Within educational spaces, memes started to appear as reflections of student life, making academic content more relatable and approachable (Godinez, 2023; Tidy et al., 2024). This evolution highlights the growing role of memes as cultural artifacts that shape how students interpret and engage with their learning experiences, laying the groundwork for their examination in academic contexts.

Memes have developed from simple online humor into widely shared cultural forms that carry layered meanings shaped by social context and digital participation. While several studies describe memes as effective tools for communication and engagement in digital culture, some research also points to their limits, noting that their meaning can easily shift, be misunderstood, or lose depth when shared outside their original context. In educational discussions, this creates a tension between seeing memes as helpful cultural tools and viewing them as distractions that may oversimplify academic content (Antón-Sancho et al., 2022; Rathi & Jain, 2024; Sidekerskienė & Damaševičius, 2025; Smith et al., 2024). Existing literature largely agrees that memes reflect shared experiences among students, yet there is less agreement on how these experiences translate into meaningful learning. What remains unclear is how students themselves interpret and assign value to educational memes within their actual learning experiences, particularly beyond surface-level engagement or humor.

## Educational Technology and Digital Media in Learning

The integration of educational technology has transformed how learning occurs, moving beyond traditional classroom methods toward more interactive and flexible approaches. Digital media tools such as videos, social platforms, and online resources have allowed students to access information in ways that match their learning habits and daily digital use (Antón-Sancho et al., 2022; Malik & Zahra, 2022). These tools support learner engagement by offering content that is interactive, timely, and often personalized, helping students remain connected to academic material both inside and outside the classroom (Rathi & Jain, 2024; Sidekerskienė & Damaševičius, 2025).

Within this digital shift, memes represent a familiar and accessible form of media that aligns with students' everyday communication practices. As part of the broader digital learning environment, memes reflect how students naturally consume and share information (Qing, 2025; Rogobete, 2024). Their presence in educational settings suggests that learning is no longer limited to formal materials but extends into digital spaces where students feel comfortable and engaged (Mukhtar et al., 2024; Tidy et al., 2024). Understanding how memes function within educational technology helps frame their potential role in shaping learning experiences and supporting modern teaching practices.

The use of digital media in learning further highlights this gap. While prior studies emphasize the benefits of digital tools in increasing access, interaction, and engagement, they often treat memes as part of a broad category of online content rather than examining them as a distinct form of learning-related media. Some research suggests that familiar digital formats support learner connection, while other work cautions that excessive reliance on informal media may blur academic boundaries or weaken content focus (Godinez, 2023; Smith et al., 2024). These mixed findings indicate that the role of memes in learning cannot be assumed to be either positive or negative. Instead, there is limited understanding of how students experience memes when they are intentionally connected to academic settings, and how these experiences influence their perception of learning, motivation, and classroom interaction.

## Visual Learning and Multimedia Approaches

Visual learning approaches emphasize the use of images, symbols, and visual cues to support understanding and memory. Research in multimedia learning shows that combining visuals with concise text can help learners process information more effectively, especially when complex ideas are presented in simplified forms (Matias, 2020). Visual materials often reduce cognitive strain by offering clear representations of concepts, making them easier to understand and recall (Sorte, 2019; Smith et al., 2024). This approach supports learners who benefit from visual stimulation and structured presentation of information.

Memes naturally align with multimedia learning principles, as they combine visuals and text to convey meaning quickly and clearly. Their brief format encourages focused attention while allowing learners to connect new information with familiar visual cues (Ugalingan et al., 2022). In educational contexts, memes can act as entry points for discussion, reflection, and deeper understanding when used appropriately (Godinez, 2023; Rogobete, 2024). Examining memes through the lens of visual learning highlights their potential to support comprehension and engagement, reinforcing their relevance as tools within modern educational practices.

Visual learning and multimedia research help frame why memes may be effective, but it also reveals important limitations that are often overlooked. While visuals paired with short text are known to support understanding, scholars note that not all visual materials promote learning equally, especially when humor becomes more memorable than the concept itself. This concern is directly relevant to memes, which rely heavily on humor and brevity (Antón-Sancho et al., 2022; Rathi & Jain, 2024; Sidekerskienė & Damaševičius, 2025). Existing studies tend to discuss multimedia learning in general terms, without closely examining how meme-based visuals are interpreted by learners in real educational contexts. As a result, there is a clear gap in understanding

how students balance enjoyment, meaning, and learning when engaging with educational memes. Addressing this gap requires attention to students' lived experiences rather than assumptions based solely on visual or digital design principles.

# METHODOLOGY

## Research Design and Locale

This investigation employed a qualitative phenomenological research design (Pilarska, 2021) to capture and understand the lived experiences of students in relation to the use of educational memes. The phenomenological approach was chosen as it allows an in-depth exploration of students' perspectives, highlighting how they make sense of and give meaning to their experiences. The study was conducted at San Isidro College, where the context provided a meaningful setting to explore how digital media intersects with the academic practices of students.

## Sampling Method and Respondents

Purposive sampling (Campbell et al., 2020) was employed to identify participants who had direct and sustained exposure to the use of educational memes within academic settings. Students were selected based on their actual engagement with memes in teaching and learning contexts, allowing the inquiry to focus on lived experiences rather than general opinions. Data collection and preliminary analysis were conducted concurrently, enabling the researchers to monitor the emergence of recurring meanings across interviews. By the fifth interview, no new significant insights or variations in experiences were observed, indicating that data saturation had been reached. This point of saturation guided the decision to conclude participant recruitment, as the data already provided sufficient depth and consistency to capture the phenomenon under investigation.

The participants of the study, as presented in **Table 1**, were college students enrolled at San Isidro College. Their inclusion was vital, as they represent the group directly exposed to and influenced by the integration of memes into academic contexts. The students' varied academic backgrounds and personal experiences with digital media provided a diverse range of perspectives, contributing to a more comprehensive understanding of how educational memes shape learning. Their participation ensured that the study's findings reflected the authentic voices of learners within the institution.

Although the number of participants was limited, the sample size was considered adequate due to the richness and clarity of the narratives generated. The participants represented different academic programs and year levels, which was intentionally considered during selection to ensure variation in learning environments and instructional practices where educational memes were encountered. This diversity allowed the study to examine how similar meanings and experiences emerged across distinct academic contexts, strengthening the credibility of the findings.

**Table 1.** Demographic Profile of the Student Participants

| Participants | Sex | Age | Year | Program |
|---|---|---|---|---|
| Participant 1 | Male | 21 | Fourth | Education |
| Participant 2 | Female | 19 | Second | Nursing |
| Participant 3 | Female | 20 | Third | Business Administration |
| Participant 4 | Male | 20 | Second | Philosophy |
| Participant 5 | Female | 19 | Third | Information Technology |

## Data Gathering Procedure

A researcher-made interview questionnaire was developed and served as the primary instrument for the study to gather data. The instrument was carefully constructed to capture the perceptions and experiences of students regarding the use of educational memes in learning contexts. To ensure content validity, the questionnaire was reviewed by three experts in the field, resulting in a Content Validity Index (CVI) score of 0.950.

Data were gathered through face-to-face interviews to allow a direct and meaningful exchange between the researchers and the participants. Each interview lasted between fifteen and thirty minutes, providing sufficient time for participants to share their experiences and perspectives in depth. Before the interview, the researchers clearly explained the purpose of the inquiry, the nature of participation, and the expected flow of the interview. Participants were informed that their involvement was voluntary, and written informed consent was obtained before proceeding. With the participants' permission, all interviews were audio-recorded to ensure accurate documentation of their responses.

The interviews were conducted in a conducive and comfortable environment to encourage open and honest communication. Care was taken to minimize distractions and create a setting where participants felt at ease in expressing their thoughts. This approach helped establish rapport and supported the collection of rich and reliable data. Throughout the process, ethical considerations were observed, ensuring respect for participants' autonomy and confidentiality.

## Meme Sources and Forms Discussed in the Interviews

During the interviews, students were not shown or provided with researcher-selected memes. Instead, they were asked to reflect on educational memes they had encountered organically in their actual courses. These memes were introduced by instructors as part of regular teaching activities and were embedded within lectures, presentation slides, online learning platforms, or class discussions. This approach was intentionally adopted to ensure that students' responses were grounded in authentic learning experiences rather than reactions to externally imposed or unfamiliar materials. As such, the data reflect students' lived encounters with memes as they naturally appeared within their academic environment.

The memes described by students included both static image-based memes and short video clips. Image memes commonly took the form of image macros, combining familiar visuals with brief captions or statements that highlighted academic situations, common student struggles, or key concepts discussed in class. Video memes typically involved short clips drawn from widely recognized popular media, such as scenes from television sitcoms, animated series, well-known films, viral social media videos, and trending online reaction clips, which were edited or recontextualized by instructors to highlight a lesson point or introduce humor connected to the course content. These memes were not drawn from a single repository or standardized source but were selected by instructors based on availability from common digital platforms and perceived relevance to the lesson. By discussing memes encountered in this way, students were able to describe how different formats and presentation styles shaped their engagement, understanding, and perception of appropriateness within actual classroom contexts.

## Data Treatment

The interview transcripts were analyzed using a structured thematic analysis guided by Braun and Clarke's (2023) framework, with analysis conducted alongside data familiarization. The researchers began by repeatedly reading the transcripts to gain an overall understanding of the participants' accounts, after which meaningful segments of data were systematically coded. Initial codes were generated inductively from the data

and reflected participants' descriptions of engagement, understanding, motivation, interaction, and perceived risks related to the use of educational memes.

**Figure 1** illustrates the progression from raw data to final themes. **Figure 1** presents an excerpt from a participant's statement, the initial inductive codes generated by each researcher, the refined codes agreed upon after comparison, and the broader theme that emerged through iterative review. This visual summary demonstrates how individual meanings expressed by participants were systematically interpreted, compared, and integrated into coherent themes grounded in the data.

Coding was carried out independently by two researchers across all interview transcripts to ensure a consistent and transparent analytic process. An initial comparison of the independently coded transcripts showed a high level of agreement, with most codes aligning across researchers during the first round of analysis. Minor differences mainly involved wording or the placement of similar meanings under closely related codes, rather than disagreements on the substance of the data. This initial alignment indicated a shared understanding of the data and the coding framework before further refinement.

When differences did occur, a structured and systematic procedure was followed to resolve them. The researchers reviewed the relevant transcript segments together, revisited the original participant statements, and examined how each code reflected the intended meaning of the data. Decisions were reached through discussion, supported by direct reference to the data, until a shared interpretation was agreed upon. Where needed, codes were refined, merged, or clarified to improve consistency across transcripts. This iterative process ensured that the final coding reflected both researchers' perspectives while remaining grounded in participants' accounts, thereby strengthening the credibility and trustworthiness of the analysis.

Following initial coding, related codes were grouped and reviewed to form broader categories, which were then refined into themes through an iterative process. This involved revisiting the original transcripts to ensure that each theme was clearly supported by the data and accurately captured the participants' experiences. Themes were reviewed multiple times to confirm internal coherence and distinction from one another, with minor adjustments made to theme boundaries and labels as analysis progressed.

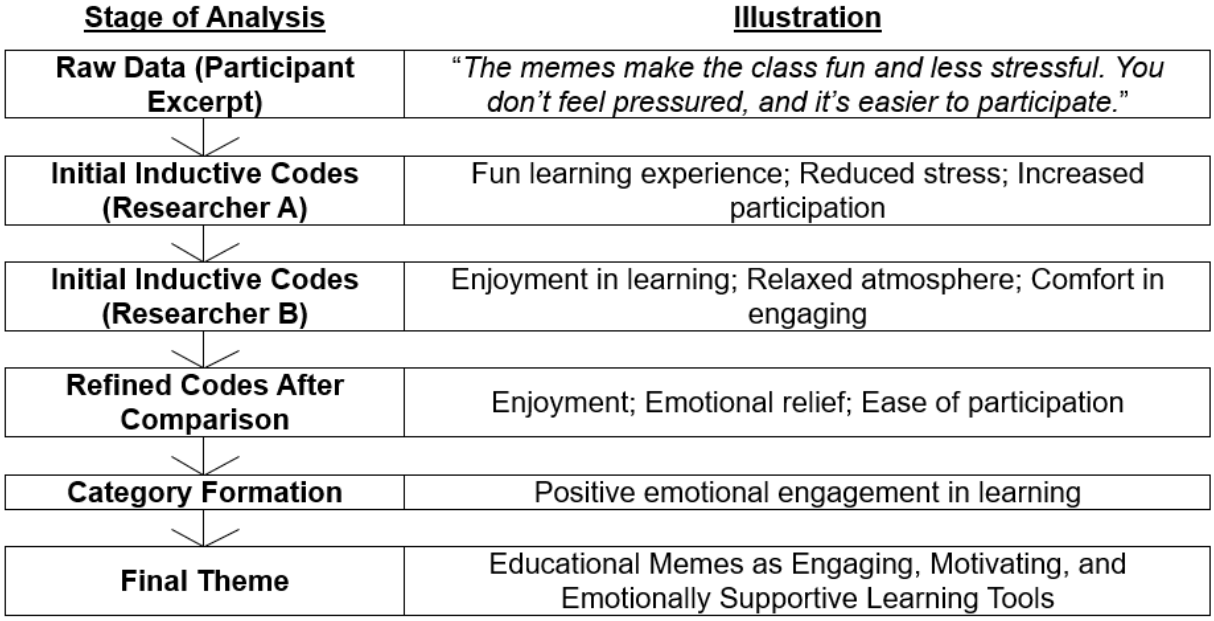


**Figure 1.** Example of the Theme Development Process (Source: Author's design, 2025)

This systematic and reflective process ensured that the final themes were grounded in the data and closely aligned with the analytic framework applied. To enhance the credibility of the findings, after the initial analysis, selected participants were invited to review summarized interpretations of their interview responses to confirm that these accurately reflected their experiences. Their feedback was used to clarify wording and ensure that the themes remained faithful to their perspectives.

# RESULTS AND DISCUSSION

The presentation of the results begins with an overview of how students' shared experiences were organized into recurring patterns across the interviews. This presentation helps contextualize the qualitative findings by showing which ideas were widely shared among students and which were expressed by fewer participants.

**Table 2** presents a summary of the emergent themes derived from the interviews and indicates how many participants contributed responses to each theme. In **Table 2**, the "X" markers indicate that a given participant expressed statements or experiences that contributed to the development of a particular theme during the interview. Each "X" reflects the presence of at least one meaningful response aligned with that theme, as identified through the coding and thematic analysis process. The absence of an "X" indicates that the participant did not provide responses that were coded under that specific theme. The frequency column summarizes the total number of participants whose responses informed each theme, offering a clear view of how widely each perception was shared across the group.

As shown in **Table 2**, the frequency distribution shows clear patterns in how participants experienced the use of educational memes. The distribution highlights both convergence and variation in participant responses. While individual experiences differed, the recurring themes point to common ways students made sense of educational memes in their academic setting.

## Educational Memes as Engaging, Motivating, and Emotionally Supportive Learning Tools

The results indicate that students perceive educational memes as engaging and enjoyable elements within their learning experiences. The participants shared regarding engagement:

> *"Educational memes are fun and creative ways for distributing information." (Participant 1)*

> *"It is engaging, it is fun… the students can acquire knowledge through the memes." (Participant 2)*

Moreover, participants shared their experience in class:

> *"You can understand it much more easily because it's mixed with some silliness/humor." (Participant 2)*

> *"The session is fun… you won't feel pressured inside your class." (Participant 3)*

**Table 2.** Frequency Distribution of Participant Responses across Emergent Themes

| Theme Generated | Participant | | | | | Frequency |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| Educational Memes as Engaging, Motivating, and Emotionally Supportive Learning Tools | X | X | X | X | | 4 |
| Educational Memes Enhance Understanding and Simplify Complex Concepts | X | X | X | | X | 4 |
| Educational Memes Help Bridge the Gap Between Students and Teachers | X | X | X | | | 3 |
| Educational Memes Carry Limitations and Risks When Misused | X | X | X | X | | 4 |
| Educational Memes Are Seen as Context-Dependent Learning Aids | | X | | | X | 2 |
| Educational Memes Support a Modern, Youth-Oriented Learning Environment | X | | X | X | | 3 |

Participants' descriptions of memes as fun, creative, and relaxing reflect how learning becomes more accessible when students can actively connect academic content with familiar and enjoyable experiences. Viewed through Constructivist Learning Theory, these responses show that students made meaning from lessons by linking humor and relatability to their prior experiences, which reduced feelings of pressure and supported participation. Multimedia Learning Theory further clarifies why memes captured attention without overwhelming learners, as the combination of simple visuals and brief text allowed students to process information more comfortably. In this way, enjoyment was not separate from learning but part of how students engaged with content in ways that felt manageable and approachable.

These experiences also align with Uses and Gratifications Theory, as students interacted with educational memes because they satisfied needs for enjoyment, ease, and emotional comfort within academic settings. When learning materials addressed these needs, students reported greater willingness to participate and interact, suggesting that engagement was shaped by both cognitive access and emotional response. Together, these perspectives help explain why enjoyment emerged as a meaningful condition for learning, where relaxed emotional states supported active involvement and sustained attention. This understanding is consistent with earlier work showing that positive emotional experiences can strengthen participation and openness in learning environments (Qing, 2025; Sidekerskienė & Damaševičius, 2025; Tidy et al., 2024).

Additionally, the results also indicate that students perceive educational memes as sources of motivation and emotional support. The participants shared regarding motivation:

> *"Some memes are motivating... we can laugh and interact with it." (Participant 1)*

> *"You get motivated, especially if your day is not so good... and you won't feel nervous/anxious." (Participant 3)*

Additionally, the participants shared their experience with enjoying the memes:

> *"They post relatable memes especially during exams... promote having fun during learning." (Participant 1)*

> *"It is enjoyable... so that we get motivated." (Participant 4)*

Participants' accounts of memes lifting mood, easing stress, and making learning more enjoyable can be understood through how learners actively relate academic content to their own emotional experiences. From the perspective of Constructivist Learning Theory, these responses reflect how students construct meaning not only from information but also from the feelings attached to learning situations, especially during high-pressure periods such as examinations. Multimedia Learning Theory further helps explain why memes were seen as comforting rather than demanding, as the combination of simple visuals and brief text allowed students to engage with content without adding cognitive strain. In this way, memes supported a learning space where emotional comfort made academic tasks feel more manageable.

These experiences also align with Uses and Gratifications Theory, as students engaged with memes because they fulfilled emotional needs such as stress relief, enjoyment, and reassurance during demanding academic moments. Rather than serving as mere distractions, memes addressed students' desire for emotional balance, which helped sustain motivation and willingness to continue engaging with learning activities. When emotional support was present, students reported greater persistence and interest, suggesting that well-being and engagement were closely linked in their learning experiences (Godinez, 2023; Sidekerskienė & Damaševičius, 2025; Tidy et al., 2024). Together, these theoretical perspectives help clarify why emotional relief emerged as a meaningful condition that shaped how students approached academic work and maintained motivation during challenging periods.

The findings indicate that students experience educational memes as engaging elements that soften the learning environment and make academic interactions feel more approachable. Engagement in this context goes beyond simple enjoyment; it reflects how humor and relatability reduce feelings of pressure and allow students to participate more openly in learning activities. Rather than viewing memes as distractions, students described them as tools that lower emotional barriers, making academic content easier to approach. This interpretation highlights that engagement is closely tied to emotional comfort, where students feel less anxious and more willing to interact when learning materials align with their everyday digital experiences.

Concurrently, the results indicate that engagement, motivation, and emotional support are not separate experiences but interconnected aspects of how students relate to educational memes. While many students emphasized enjoyment and motivation, some responses also hinted that these benefits are situational rather than constant, suggesting that memes are most effective when they align with academic demands and student needs. This distinction shows that memes function as supportive tools rather than universal solutions. The findings extend existing literature that links humor and digital media to positive learning experiences by showing that emotional relief and motivation emerge together, particularly during stressful academic periods. In doing so, the results deepen current understanding by framing educational memes not only as engaging content but as part of a broader emotional and social learning experience that shapes how students persist, participate, and connect with academic work.

## Educational Memes Enhance Understanding and Simplify Complex Concepts

The results indicate that students view educational memes as tools that help simplify complex academic ideas. The participants shared:

> *“Their short form and brief descriptions simplify complex ideas... promote quick understanding.” (Participant 1)*
>
> *“It helps me understand more educational content because it is entertaining and eye catchy.” (Participant 2)*
>
> *"It is easier to understand... especially if there are jokes [humor] involved." (Participant 3)*
>
> *"We still have something to learn [from it]." (Participant 5)*

Participants’ emphasis on the brief format and visual nature of memes highlights how understanding becomes more accessible when complex ideas are presented in familiar and simplified forms. Through Constructivist Learning Theory, these responses show that learners actively made sense of academic content by linking new information with everyday visuals and humor, allowing meaning to be built from prior experiences rather than from abstract explanations alone. Multimedia Learning Theory helps explain why the combination of images and short text supported quicker processing, as students were able to focus on key ideas without cognitive overload. In this way, memes supported understanding not by replacing instruction, but by shaping how information was organized and encountered during learning.

At the same time, Uses and Gratifications Theory clarifies why students valued memes as learning aids rather than as mere entertainment. Learners engaged with memes because they met practical needs for clarity, ease, and efficiency, particularly when dealing with difficult topics. This suggests that motivation to engage with content was tied to how well learning materials responded to students’ desire for manageable and relatable explanations. Together, these perspectives show that educational memes functioned as entry points that reduced perceived difficulty and supported comprehension, aligning with earlier findings that visual and

familiar representations can enhance access to complex ideas (Dongqiang et al., 2020; Godinez, 2023; Rodriguez-Guillen et al., 2024; Sidekerskienė & Damaševičius, 2025).

The findings indicate that students do not view educational memes simply as entertaining visuals, but as tools that help them break down difficult academic ideas into more understandable forms. Rather than replacing formal instruction, memes appear to support sense-making by offering familiar images and short messages that allow students to grasp key points quickly. This suggests that understanding is shaped not only by content accuracy but also by how information is presented and experienced by learners. While most students emphasized ease of understanding, their responses also imply that this benefit is strongest when memes are closely tied to the lesson, indicating that simplification works best when it does not remove essential meaning.

When viewed in relation to existing literature, these results align with studies that emphasize the value of visual and concise learning materials in helping students manage complex information. Concurrently, the results extend earlier work by showing that humor and relatability play an added role in how students process and remember content, rather than visuals alone. This adds nuance to previous discussions by suggesting that learning support comes from the combined effect of imagery, brief text, and emotional ease. The findings also point to a clear link between understanding and engagement, where clarity supports motivation and continued attention. In this way, educational memes emerge as supportive learning aids that can strengthen comprehension when used carefully, while also highlighting the need for balance to avoid oversimplification that may weaken conceptual depth.

## Educational Memes Help Bridge the Gap Between Students and Teachers

The results indicate that students' perception is that educational memes help improve interaction and connection between students and educators. The participants shared:

> *"They're using memes to make the lesson more engaging... make the lesson more efficient." (Participant 1)*
>
> *"We are able to interact with the [other] students and with our teacher as well." (Participant 2)*
>
> *"It is much better when there is humor [jokes] or memes... you won't feel pressured." (Participant 3)*

Participants' accounts show that the use of memes reduced the sense of distance between students and educators, making classroom interactions feel more open and less formal. Through Constructivist Learning Theory, this interaction can be understood as a shared process where meaning is shaped through dialogue and social exchange rather than delivered in a one-way manner. Memes provided familiar reference points that students could relate to, allowing them to participate more actively and confidently in discussions. At the same time, Multimedia Learning Theory helps explain how the visual and humorous elements of memes supported this interaction by lowering cognitive strain, enabling students to focus on communication and understanding rather than on decoding complex instructional language.

Uses and Gratifications Theory further clarifies why students responded positively to this form of interaction. Students engaged with memes because they satisfied social and relational needs, such as feeling connected to their teachers and peers. This sense of connection encouraged participation and reinforced the idea of learning as a shared experience rather than a rigid exchange of information. Taken together, these perspectives show that memes supported not only content understanding but also relational aspects of learning, contributing to a classroom environment characterized by approachability, mutual understanding, and open communication, as reflected in earlier studies (Rodriguez-Guillen et al., 2024; Rogobete, 2024; Qing, 2025).

The findings indicate that educational memes influence classroom interaction by reducing perceived distance between students and educators. Rather than serving as simple additions to lessons, memes appear to function as social cues that signal approachability and shared understanding. When lessons include humor and familiar references, students feel more at ease, which supports open communication and participation. This indicates that interaction is shaped not only by teaching strategies but also by the tone and emotional climate created during instruction. While most responses highlighted improved interaction, the data also suggest that this effect depends on how well memes align with the lesson and classroom context, pointing to the importance of thoughtful use.

When viewed in relation to existing literature, these results support earlier claims that informal and relatable communication can strengthen teacher–student relationships. Concurrently, the results extend prior work by showing that digital humor, when used with intention, can reshape classroom dynamics by making learning feel more collaborative. The findings also connect interaction with engagement and emotional comfort, suggesting that reduced pressure encourages students to speak up and connect with both peers and instructors. This adds depth to previous discussions by highlighting that the value of educational memes lies not only in content delivery but also in their role in shaping social relationships that support learning.

## Educational Memes Carry Limitations and Risks When Misused

The results indicate that while educational memes are generally viewed positively, students also recognize clear limitations when these are misused. The participants shared regarding appropriateness:

> *“There are instances where the memes diminished the meaning... misleads the students.” (Participant 1)*

> *"It is not appropriate, especially if your audience is out of context." (Participant 2)*

Additionally, the participants shared other limitations:

> *"There is a tendency for the concept to be lost if it is continued [too often/for too long]." (Participant 2)*

> *"Sometimes, it's really just the joke that will be remembered, not the lesson." (Participant 3)*

> *"There are some memes that are inappropriate... it's too much [overdone]." (Participant 4)*

Participants’ reflections show that when humor in memes became more noticeable than the lesson itself, meaning-making was weakened and learning became less clear. Viewed through Constructivist Learning Theory, this suggests that students struggled to connect new information with prior knowledge when the meme did not clearly support the intended concept, resulting in shallow understanding. Multimedia Learning Theory further explains how poorly aligned visuals and text can increase cognitive load, causing students to focus on the joke rather than on the academic message. In these situations, the design and placement of memes disrupted the learning process instead of supporting it, leading to confusion and reduced clarity.

From the perspective of Uses and Gratifications Theory, students’ attention shifted toward entertainment when memes satisfied the need for humor without reinforcing learning goals. This helps explain why some participants remembered the joke but not the lesson, especially when memes were used too frequently or without clear relevance to the topic. Together, these perspectives highlight that the effectiveness of educational memes depends on balance and alignment with instructional intent. Memes supported learning when they reinforced meaning, but they undermined it when humor replaced substance, extending existing discussions on digital learning tools by showing how misuse can weaken both understanding and engagement (Dongqiang et al., 2020; Mukhtar et al., 2024; Qing, 2025; Rodriguez-Guillen et al., 2024).

The findings indicate that students are not uncritical consumers of educational memes; alongside positive views, they clearly recognize situations where memes fail to support learning. Rather than rejecting memes outright, participants pointed to specific conditions under which memes lose their value, such as when humor overshadows meaning or when content does not match the lesson or audience. This suggests that students actively evaluate memes based on clarity, relevance, and instructional fit. The concern that jokes may be remembered more than the lesson highlights a tension between engagement and understanding, showing that enjoyment alone does not guarantee meaningful learning.

When viewed in relation to existing literature, these results support earlier claims that digital humor can distract learners if not carefully aligned with learning goals. Concurrently, the results extend previous discussions by emphasizing that students themselves are aware of these risks and expect educators to manage them responsibly. The findings also connect closely with other themes in the study, particularly engagement and understanding, by showing that the same features that make memes appealing can also weaken learning when overused or poorly designed. This adds a more balanced perspective to current research, which often highlights benefits without fully addressing limits. Viewed holistically, the results suggest that educational memes are effective only when used with a clear purpose, reinforcing the idea that their value lies not in humor alone but in how well they support learning without distorting content.

## Educational Memes Are Seen as Context-Dependent Learning Aids

The results indicate that students view educational memes as tools that are effective only when used in appropriate situations. The participants shared:

> *"It is not appropriate at all times... it will create a mindset that learning is purely/just memes." (Participant 2)*

> *"Sometimes, it does not connect to the lesson." (Participant 5)*

Participants' views indicate that the usefulness of memes depends strongly on how well they fit the topic, audience, and moment of instruction. Interpreted through Constructivist Learning Theory, this reflects students' sensitivity to whether a learning tool helps them actively build meaning from content or instead distracts from it when the connection is weak. Multimedia Learning Theory further explains that when memes are used too often or without clear alignment to lesson goals, the combination of images, text, and humor can overload attention and reduce the depth of processing. From the perspective of Uses and Gratifications Theory, students appear to distinguish between moments when memes meet learning-related needs and moments when they only satisfy entertainment, leading to perceptions that learning becomes less serious or purposeful.

These perspectives together clarify why participants emphasized selective and thoughtful use. Memes were seen as effective when they supported understanding without becoming the center of instruction, but less effective when they replaced deeper engagement with content. This finding aligns with earlier work suggesting that digital media tools are most valuable when they are clearly tied to instructional intent and learner needs (Malik & Zahra, 2022; Godinez, 2023). The responses extend existing discussions by showing that students themselves apply judgment about context and expect educators to do the same, reinforcing the idea that meaningful learning depends on alignment rather than novelty alone.

The findings indicate that students approach educational memes with a clear sense of judgment, recognizing that their usefulness depends largely on context. Rather than viewing memes as stand-alone learning tools, participants described them as supportive elements that work best when they align with lesson goals, subject matter, and learner readiness. This suggests that students value balance, where humor and relatability support learning without reducing academic seriousness. The concern that overuse may create a shallow view of learning reflects students' awareness that instructional tools must reinforce, not replace, meaningful engagement with content.

When viewed in relation to existing literature, these results reinforce earlier work that emphasizes the importance of matching digital tools to instructional purpose and learner needs. Concurrently, the results extend previous discussions by highlighting that students themselves expect careful judgment from educators, not simply creativity or novelty. This theme also connects closely with findings on engagement and limitations, showing that the same qualities that make memes appealing can weaken learning when used without clear intent. Taken together, the findings suggest that educational memes are most effective as situational aids, contributing to learning only when guided by purpose, relevance, and thoughtful integration into the learning process.

## Educational Memes Support a Modern, Youth-Oriented Learning Environment

The results indicate that students associate educational memes with a learning environment that reflects modern and youth-oriented practices. The participants shared:

> *"It touches the modern mindset of a student... education should be engaging and modern." (Participant 1)*

> *"I can easily catch/grasp it because there's humor/jokes... it is more suited to our generation." (Participant 3)*

> *"It can help us enjoy our educational journey when stressed." (Participant 4)*

Participants' accounts suggest that the familiarity of memes with their generation's communication practices plays a central role in how learning is experienced. Viewed through Constructivist Learning Theory, this familiarity helps students connect new academic ideas to everyday digital experiences, allowing meaning to be built from what already feels known and relevant. Multimedia Learning Theory helps explain why the mix of humor, visuals, and brief text made lessons easier to follow, particularly during stressful periods, as information was presented in forms that supported attention and reduced strain. At the same time, Uses and Gratifications Theory clarifies why students gravitated toward memes that reflected their culture, as these materials addressed both learning needs and emotional needs for comfort and relatability. Together, these perspectives help explain why memes were perceived as making learning feel more current and personally meaningful.

These insights show that alignment with students' digital culture goes beyond surface engagement. When learning materials mirror the communication styles students use daily, participation becomes more natural and sustained, supporting engagement and emotional ease (Godinez, 2023; Rathi & Jain, 2024; Qing, 2025). At the same time, the findings imply that this alignment must remain tied to instructional intent, as the value of memes rests on their ability to support understanding rather than simply reflect youth culture. This nuanced view extends existing literature by highlighting how cultural familiarity and instructional purpose work together to shape students' learning experiences.

The findings indicate that students associate educational memes with learning environments that feel current, familiar, and aligned with their everyday digital practices. Rather than seeing memes as novelty items, participants described them as signals that teaching approaches recognize how their generation communicates and engages with information. This sense of relevance appears to support comfort and attentiveness, especially during periods of academic stress, where familiar formats help reduce emotional strain. Concurrently, the data imply that modernity alone does not define effectiveness; memes contribute positively only when they support learning goals and maintain academic meaning.

When viewed in relation to existing literature, these results support studies that emphasize the value of culturally responsive and digitally aligned teaching practices. They also extend earlier work by showing that students interpret the use of memes as a marker of responsiveness to their lived experiences, not simply as an attempt to entertain. This theme connects with earlier findings on engagement, motivation, and context by showing that a youth-oriented environment strengthens learning only when paired with purposeful instruction. Together, the results highlight that educational memes contribute to modern learning spaces not by replacing traditional methods, but by complementing them in ways that acknowledge students' identities, emotional needs, and digital habits.

## The Use of Educational Memes

The findings offer a more refined understanding of how digital media functions within learning spaces by showing that meaning-making, engagement, and emotional response operate together rather than as separate outcomes. Seen through Constructivist Learning Theory, students' accounts indicate that memes support learning when they connect new academic ideas to familiar digital experiences, allowing learners to actively interpret content instead of passively receiving it. At the same time, multimedia learning theory helps clarify why students emphasized clarity and simplicity, as the pairing of visuals, short text, and humor shaped how information was processed, remembered, or, in some cases, misunderstood when poorly aligned. Uses and Gratifications Theory further explains why students were attentive to both benefits and limits, as they evaluated memes based on whether these materials met learning needs, emotional comfort, and situational appropriateness. Together, these perspectives show that the educational value of memes is not fixed in the medium itself but emerges from how learners interact with it within specific instructional contexts.

Beyond confirming that digital humor can support engagement, the findings refine existing theoretical discussions by highlighting students' active judgment in accepting or rejecting memes as learning aids. Rather than viewing learners as automatically benefiting from visually rich or entertaining content, the results show that students critically assess whether memes support understanding, reduce pressure, or distract from meaning. This challenges simplified assumptions in educational technology research that engagement alone signals effectiveness. Instead, the study extends theoretical understanding by demonstrating that cognitive processing, emotional regulation, and personal gratification must align with instructional intent for digital media to be meaningful. In this way, the findings contribute student-centered evidence that bridges learning theory and digital culture, offering a clearer account of how informal media can support, but not replace, structured teaching.

# CONCLUSION

The findings reveal that students generally view educational memes as engaging tools that support their learning experiences in multiple ways. Memes were perceived to make learning more enjoyable, reduce stress, and encourage participation by presenting academic content in a relatable and visually appealing manner. Students also indicated that memes helped simplify complex ideas, allowing them to understand lessons more easily when information was presented in brief and familiar formats. At the same time, the results show that students are aware of the limits of educational memes, particularly when humor overshadows meaning or when content is poorly aligned with the lesson.

Beyond engagement and understanding, the results highlight the role of educational memes in shaping classroom interactions and learning environments. Students noted that memes can help foster a sense of connection between learners and educators, making academic spaces feel more open and less intimidating. However, they also emphasized that memes are most effective when used selectively and with clear purpose. Overall, the findings suggest that educational memes function best as supportive learning tools that enhance, rather than replace, structured instruction.

The study contributes new insight into how students experience and interpret the use of educational memes in learning contexts. It shows that students do not view memes merely as entertainment but as tools that can support understanding, motivation, and classroom connection when used thoughtfully. At the same time, the findings clarify that students recognize the risks of misuse and value intentional, context-sensitive application. This balanced perspective deepens understanding of how digital culture intersects with learning and highlights the importance of aligning instructional tools with students' needs and expectations.

# LIMITATIONS

Several limitations are acknowledged in relation to the design, context, and conduct of the inquiry. The qualitative approach and small number of participants allowed for close examination of students' experiences within a specific institutional setting, but this also limits the transferability of the findings. The selection of five participants was guided by the focused scope of the inquiry and the relatively shared academic and digital environment of the institution. Across interviews, recurring patterns in perceptions, experiences, and concerns were consistently observed, indicating that key ideas were repeatedly expressed despite the limited sample. Data collection was concluded when no substantially new insights were emerging, suggesting that thematic sufficiency was reached within this context. Nevertheless, the small sample size remains a limitation, as perspectives beyond this group may reveal additional nuances.

The findings were also shaped by contextual and methodological factors. The data were drawn from self-reported accounts, which reflect students' own interpretations and comfort in sharing their experiences. In addition, the researchers' backgrounds as educators who regularly engage with digital tools and educational technology shaped their familiarity with the topic. This familiarity informed the framing of interview questions, particularly in using language and examples that resonated with students' digital experiences. At the same time, this positioning required careful attention, as prior assumptions about the potential value of digital media in learning could influence how responses were understood during analysis.

To address this, the researchers engaged in ongoing reflexive practices throughout the inquiry. During data collection, interview questions were reviewed and discussed among the research team to ensure they remained open-ended and did not steer participants toward positive or negative views of educational memes. During analysis, reflexive notes were maintained to document emerging interpretations and to flag moments where prior experiences as educators might shape meaning-making. Independent coding by multiple researchers and subsequent discussions of differing interpretations further helped surface and challenge individual assumptions. These steps supported a more balanced reading of the data by grounding interpretations in participants' statements rather than the researchers' expectations, while acknowledging that complete neutrality is neither possible nor claimed. The study was conducted within a single private college in the Philippines, where students' engagement with digital media is influenced by local culture, language use, and shared academic practices. These conditions, together with recent shifts toward greater use of digital content in learning, frame the results as context-specific insights rather than broad representations of all college students' experiences.

# RECOMMENDATIONS

Based on the findings, educational memes are most effective when they are treated as supportive elements that are clearly anchored to lesson goals and learner needs. Participants' responses indicate that appropriate memes were those that directly illustrated a concept being discussed, used language and references familiar to students, and avoided humor that could confuse or trivialize the topic. Memes were described as most helpful when introduced at specific moments in instruction, such as at the beginning of a lesson to activate interest, during transitions to sustain attention, or after complex explanations to reinforce understanding.

When placed strategically, memes functioned as cognitive and emotional entry points rather than distractions, allowing humor to support, rather than compete with, academic content.

The findings also highlight the importance of maintaining a balance between humor and instructional depth. Students emphasized that memes were valuable only when they clarified ideas or reduced tension without replacing explanation, discussion, or practice. This suggests that educators need to evaluate not only whether a meme is engaging, but whether it meaningfully contributes to the lesson's purpose and level of complexity. Contextual appropriateness emerged as a key consideration, with students noting differences in suitability depending on subject matter, topic sensitivity, class level, and timing within the lesson. Institutional support, such as focused training or shared guidelines, may help educators develop judgment in selecting, timing, and moderating meme use. Such guidance can assist educators in reflecting on audience readiness, instructional intent, and classroom context, ensuring that digital humor strengthens engagement while preserving clarity, focus, and academic seriousness.

Future research may explore the use of educational memes in different academic disciplines, educational levels, or institutional settings to provide broader perspectives. Studies employing mixed or quantitative approaches could examine the impact of educational memes on learning outcomes, engagement, or retention. Further inquiries may also focus on educators' perspectives, the design quality of educational memes, or the long-term effects of digital humor on learning. These directions may deepen understanding of how memes function within diverse learning environments.

**Author contributions:** K VVE: conceptualization, methodology, formal analysis, investigation, literature review, data curation, visualization, validation, correction and editing of the subsequent drafts, and approval; LMAF: conceptualization, methodology, formal analysis, investigation, literature review, data curation, visualization, validation, correction and edit of the subsequent drafts, and approval; KMDP: conceptualization, methodology, formal analysis, investigation, literature review, data curation, visualization, validation, correction and editing of the subsequent drafts, and approval; LAPT: conceptualization, methodology, formal analysis, investigation, literature review, data curation, visualization, validation, correction and editing of the subsequent drafts, and approval; GJEM: conceptualization, methodology, formal analysis, investigation, literature review, data curation, visualization, validation, correction, and editing of the subsequent drafts, and approval; XMBP: conceptualization, methodology, formal analysis, investigation, literature review, data curation, visualization, validation, correction and editing of the subsequent drafts, and approval; ISM: conceptualization, methodology, investigation, tools construction, literature review, contribution to the first draft, final corrections, and approval; EPT: conceptualization, methodology, investigation, tools construction, literature review, contribution to the first draft, final corrections, and approval.

**Funding:** The authors received no financial support for the research, authorship, and/or publication of this article.

**Declaration of interest**: The authors declare no competing interests with respect to the research, authorship, and/or publications of this article.

**Ethical statement:** This study was conducted in accordance with established ethical standards and institutional research protocols of San Isidro College; the study was registered under Research ID No. SIC-092025-SED1245-16. Informed consent was secured from all participants prior to data collection, and confidentiality and anonymity were strictly maintained throughout the research process.

**AI statement:** The authors acknowledge the use of AI tools (ChatGPT and Grammarly) to enhance the readability and presentation of the study. These tools did not influence the original content, analysis, and/or conclusions. The authors affirm that all analyses and interpretations were conducted with strict adherence to research ethics and academic standards.

**Data sharing statement:** Due to data-sharing restrictions, individual-level data cannot be publicly posted. However, the datasets used and analyzed during the current study are available from the corresponding author on reasonable request.

# REFERENCES


Antón-Sancho, Á., Nieto-Sobrino, M., Fernández-Arias, P., & Vergara-Rodríguez, D. (2022). Usability of memes and humorous resources in virtual learning environments. *Education Sciences*, *12*(3), Article 208. https://doi.org/10.3390/educsci12030208

Bower, M. (2019). Technology-mediated learning theory. *British Journal of Educational Technology*, *50*(3), 1035-1048. https://doi.org/10.1111/bjet.12771

Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a knowing researcher. *International Journal of Transgender Health*, *24*(1), 1-6. https://doi.org/10.1080/26895269.2022.2129597

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, *25*(8), 652-661. https://doi.org/10.1177/1744987120927206

Dongqiang, X., De Serio, L., Malakhov, A., & Matys, O. (2020). Memes and education: Opportunities, approaches and perspectives. *Geopolitical, Social Security and Freedom Journal*, *3*(2), 14-25. https://doi.org/10.2478/gssfj-2020-0009

Gallego, M. D., Bueno, S., & Noyes, J. (2016). Second Life adoption in education: A motivational model based on uses and gratifications theory. *Computers & Education*, *100*, 81-93. https://doi.org/10.1016/j.compedu.2016.05.001

Godinez, C. D. (2023). *Promoting mathematical discourse in an online learning environment: The instructional power of mathematical internet memes*. EdArXiv. http://doi.org/10.35542/osf.io/gcq6v

Malik, A., & Zahra, T. (2022). Pragmatic analysis of internet memes on distant learning. *Pakistan Journal of Society, Education and Language*, *8*(2), 303-317. https://pjsel.jehanf.com/index.php/journal/article/view/782

Matias, K. I. O. (2020). Integration of Internet memes in teaching social studies and its relation to the development of critical thinking skills: A literature review. *International Journal of Social Science*, *9*(4), 213-218. https://doi.org/10.30954/2249-6637.04.2020.1

Mukhtar, S., Ayyaz, Q. U. A., Khan, S., Bhopali, A. M. N., Sajid, M. K. M., & Babbar, A. W. (2024). Memes in the digital age: A sociolinguistic examination of cultural expressions and communicative practices across border. *Educational Administration: Theory and Practice*, *30*(6), 1443-1455. https://doi.org/10.53555/kuey.v30i6.5520

Pilarska, J. (2021). Phenomenological Qualitative Research Design. In: A. Pabel, J. Pryce, & A. Anderson (Eds.) *Research Paradigm Considerations for Emerging Scholars*, 33. https://doi.org/10.21832/PABEL8274

Qing, Z. (2025). Research on the negative role of internet memes in youth communication and the correct guidance strategy. *International Journal of Education and Humanities*, *5*(3), 488-497. https://doi.org/10.58557/(ijeh).v5i3.337

Rathi, N., & Jain, P. (2024). Memes, memetics and their applications: A systematic review of literature. *e-mentor*, 2(*104*), 14-22. https://doi.org/10.15219/em104.1657

Rodriguez-Guillen, M. P., Zavala-Parrales, A. C., & Valerio-Ureña, G. (2024). Integrating memes: Enhancing education with pop culture a systematic literature review. In: *2024 International Conference on Emerging eLearning Technologies and Applications* (pp. 538-545). Institute of Electrical and Electronics Engineers. https://doi.org/10.1109/ICETA63795.2024.10850789

Rogobete, R. (2024, June). Exploring the intersection of memes, literature, and ethics in teaching. A case-study. *The Future of Education 2024*. https://conference.pixel-online.net/library_scheda.php?id_abs=6769

Sidekerskienė, T., & Damaševičius, R. (2025). Pedagogical memes: A creative and effective tool for teaching STEM subjects. *International Journal of Mathematical Education in Science and Technology*, *56*(7), 1230-1260. https://doi.org/10.1080/0020739X.2024.2328818

Smith, A. O., Hemsley, J., & Tacheva, Z. Y. (2024). Reinforming memes: A literature review of the status of memetic information. *Journal of Documentation*, *80*(4), 1003-1021. https://doi.org/10.1108/JD-10-2023-0218

Sorte, P. B. (2019). Internet memes: classroom perspectives in the context of digital cultures. *Educação & Formação*, *4*(12), 51-66. https://doi.org/10.25053/redufor.v4i12.1385

Tidy, H., Bolton-King, R. S., Croxton, R., Mullen, C., Nichols-Drew, L., Carlysle-Davies, F., Moran, K. S., & Irving-Walton, J. (2024). Enhancing the student learning experience through memes. *Science & Justice*, *64*(3), 280-288. https://doi.org/10.1016/j.scijus.2024.03.004

Ugalingan, G. B., Flores, G. M. L., Garinto, L. A. B., & Mante-Estacio, M. J. (2022). The pedagogy of multiliteracy and multimodality through memes. *International Journal of Media and Information Literacy*, *7*(1), 264-271. https://doi.org/10.13187/ijmil.2022.1.264

Zajda, J. (2021). Constructivist learning theory and creating effective learning environments. In: *Globalisation and education reforms: Creating effective learning environments* (pp. 35-50). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-71575-5_3