LAUGHTER IN CLASS: HUMOROUS MEMES IN 21ST CENTURY LEARNING

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Abstract

Humorous memes are trending phenomena that the students are very much aware of. With the advent of e-technology teachers are fast exploiting this trend to spice up their lectures. The humorous memes and technology, therefore, are two important components of this study.

The study made use of psychological phenomenology that aimed at describing the lived experiences of the teachers in using humorous memes in the 21st century class of learners and how they face the challenges of using humorous memes in their classes.

Based on the findings of the study, the teachers' lived experiences emerge. Theme 1 zeroed in on teachers' edge in determining the students' readiness to learn. Theme 2 focused on the realization of the 21st-century class learning environment. Theme 3 highlighted the reduction of anxiety and stress for both teachers and students alike. There are two themes that prevailed as to how the teachers faced the challenges brought about by using humorous memes in their class. Theme 4 looked into the innovation and commission that teachers undertake which is making their own humorous memes and soliciting others to help coming up with humorous memes. Theme 5 underscored the observation and reaction of both the teacher and students with the set-up and each other. The observation enables both of them to see what is relevant in the class and their subsequent reaction to what is relevant for both of them.