

УДК 004.8

КРИТЕРИИ ОТБОРА ЭМОЦИОНАЛЬНО ЗНАЧИМОГО ИНТЕРНЕТ-КОНТЕНТА НА ПРИМЕРЕ АВТОРСКОГО ПРОЕКТА

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*В работе исследуются критерии отбора эмоционально значимого онлайн-контента для образовательных целей на примере проекта *Fillion_arcades*, который использует мемы и геймификацию. В рамках теоретических подходов предложена модель оценки актуальности, культурной и этической значимости контента. Процесс формирования ресурса включает автоматический сбор данных, анализ с помощью искусственного интеллекта и оценку человеком, обеспечивая баланс между эмоциональной вовлеченностью и педагогической ясностью. Обсуждаются проблемы, связанные с культурными различиями, этическими границами и алгоритмическими предубеждениями.*

Ключевые слова: мемы; цифровое обучение; геймификация; AI-контроль.

CRITERIA FOR SELECTING EMOTIONALLY SIGNIFICANT INTERNET CONTENT ON THE EXAMPLE OF AN AUTHOR'S PROJECT

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*The work explores the criteria for selecting emotionally meaningful online content for educational purposes using the example of the *Fillion_arcades* project, which uses memes and gamification. Within the framework of theoretical approaches, a model for assessing the relevance, cultural and ethical relevance of content is proposed. The process of resource formation includes automatic data collection, AI analysis, and human evaluation, ensuring a balance between emotional engagement and pedagogical clarity. Challenges related to cultural variability, ethical boundaries, and algorithmic biases are discussed.*

Keywords: memes; digital learning; gamification; AI control.

In an era where learners navigate dense streams of digital media, identifying and curating emotionally resonant content is essential for maintaining attention and fostering motivation in educational contexts. Our study explores the conceptual and practical criteria for selecting emotionally significant internet materials, using the *Fillion_arcades* project a platform

of didactic games based on memes as a case study. Through the lens of affective engagement and cognitive theory, we propose a framework for evaluating emotional relevance, cultural resonance, and pedagogical appropriateness of online artifacts. The findings demonstrate that effective educational curation requires balancing emotional intensity with ethical, cognitive, and contextual alignment, allowing digital materials to both captivate and instruct.

Digital media ecosystems generate vast amounts of emotionally charged content humor, irony, outrage, and empathy are constant emotional triggers shaping online culture. In educational settings, such affective intensity can be leveraged for engagement, but also risks distraction or desensitization if applied indiscriminately. The challenge for educators is not simply to integrate internet content into teaching, but to do so judiciously, curating materials that enhance emotional connection without compromising pedagogical clarity or ethical boundaries.

The Fillion_arcades project serves as an experimental platform that explores these tensions. It combines artificial intelligence, game-based learning, and meme culture to create dynamic language-learning experiences. Educators can upload didactic games derived from popular memes, and the system automatically updates its corpus yearly with new internet trends. To maintain both relevance and emotional integrity, the project requires clear criteria for selecting emotionally significant yet educationally appropriate digital content.

Emotion plays a decisive role in information processing, retention, and motivation. According to Pekrun's Control-Value Theory [1], emotions in educational contexts arise from appraisals of control and value. Content that evokes laughter, surprise or empathy can heighten learners' sense of relevance and agency. However, according to Sweller excessive emotional arousal may overwhelm cognitive load, thereby hindering deep learning.

Internet memes, short videos, and viral visuals derive meaning from collective cultural knowledge. According to Shifman their emotional impact depends on shared recognition and symbolic context. Thus, educational use of internet content demands sensitivity to learners' sociocultural backgrounds and generational literacy. What one cohort finds humorous or inspiring, another might perceive as alienating or even offensive.

Digital content curation differs from simple selection. It involves deliberate evaluation, contextualization and ethical filtering. In Fillion_arcades, curation is supported by AI models that detect emotional tone and thematic alignment, while human educators retain final authority. This dual

mechanism exemplifies “algorithmic pedagogy” where affective computing complements human judgment.

The Fillion_arcades system employs a multi-stage process for identifying and filtering emotionally significant content:

- data collection each year, the system queries publicly available APIs (e.g., Reddit, Giphy, Tenor) for trending visual memes and textual snippets related to linguistic themes;
- pre-screening via AI models automated tools analyze emotional valence (positive, negative, neutral), sentiment intensity and topical tags;
- human review and pedagogical tagging teachers review AI-suggested items, rating their relevance across three emotional-educational dimensions: humor, empathy, and curiosity;
- contextual adaptation selected memes are embedded into didactic games (lexical, grammatical, or phonetic) and adapted to specific learner age groups;
- feedback and iteration learners’ reactions and engagement data (e. g., time on task, quiz performance, emotional responses) inform subsequent curation cycles.

This iterative framework merges affective analytics with educator intuition, ensuring a balanced interplay between technological scalability and emotional authenticity.

Drawing from both theoretical principles and the Fillion_arcades design process, the following criteria are proposed for selecting emotionally significant internet content in educational contexts:

- Relevance to learning goals. Content must directly reinforce the target skill or concept. Emotional intensity should serve comprehension rather than divert from it.
- Affective balance. Chosen materials should evoke positive engagement humor, curiosity, or empathy without inducing discomfort or cognitive overload.
- Cultural and ethical suitability. Memes and viral artifacts often contain implicit cultural codes. Educators must evaluate inclusivity, respectfulness, and accessibility.
- Temporal freshness. Since emotional resonance diminishes as trends age, periodic updates are essential. Fillion_arcades addresses this through annual AI-assisted meme refresh cycles.
- Multimodal integration. Emotionally significant content should engage multiple sensory channels visual, textual, and interactive enhancing the depth of learner immersion.

- Learner agency and identification. Students should recognize themselves or their cultural environment in the material, fostering identification and emotional ownership of learning.

The process of curating emotionally significant internet content underscores the necessity of dynamic balance [2]. Too little emotional charge yields disengagement; too much undermines cognitive control. The Fillion_ arcades experiment illustrates that emotional resonance can be engineered into game-based systems through carefully mediated selection criteria and AI-human collaboration.

Furthermore, emotional engagement fosters not only attention but also meaning-making. When learners perceive educational materials that reflect their digital realities, the boundary between informal and formal learning dissolves. The emotional bridge built through relatable content cultivates both intrinsic motivation and deeper memory encoding.

However, challenges persist [3]:

- Cultural volatility. The rapid mutation of meme culture risks making curated content obsolete within months.
- Ethical moderation. Emotional impact often correlates with provocative humor; moderation must ensure appropriateness.
- Algorithmic bias. AI curation models may reproduce biases embedded in training data; transparent review remains vital.

Addressing these challenges requires ongoing dialogue between educators, developers and cultural researchers.

The selection of emotionally significant internet content for education is both an art and a science. It demands sensitivity to human affect, cultural fluency, and technological agility. The Fillion_ arcades project demonstrates that emotionally resonant content, when properly curated, can transform digital learning environments into spaces of genuine engagement and empathy. By formalizing criteria relevance, affective balance, cultural ethics, freshness, multimodality, and learner identification educators and designers can ensure that emotion becomes a catalyst for cognition, not a distraction from it.

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УДК 378.147.227

КЕЙС-МЕТОД КАК ИНТЕРАКТИВНЫЙ МЕТОД ОБУЧЕНИЯ СТУДЕНТОВ ПО ФИЗИКЕ

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В данной работе изучено использование комплексной кейс-технологии в образовательном процессе и реализация кейс-метода в учебно-познавательной деятельности студентов. Представлены способы применения кейс-метода на занятиях по физике.

Ключевые слова: образование; кейс-метод; технология; студент; физика.

CASE METHOD AS AN INTERACTIVE METHOD OF STUDENT LEARNING IN PHYSICS

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In this work the using of complex case technology in the educational process and the implementation of the case method in the educational and cognitive activities of students studied. Procedures for applying the case method in physics classes are presented.

Keywords: education; case method; technology; student; physics.