Social Media as Narrative Pedagogy: Instagram Stories and TikTok in Contemporary Learning Practices

Misbahul Khairani[1] , Aung Myint[2] , Thandar Htwe[4] , Siti Nur Azizah[4]

[1]Sekolah Tinggi Agama Islam Samarinda, Indonesia
[2]University of Yangon, Myanmar
[3]University of Yangon (Arts & Science), Myanmar
[4]Universitas Putra Bangsa, Indonesia

ABSTRACT

Background. The rapid evolution of social media platforms has reshaped educational communication, offering new spaces for narrative-based learning that merges visual storytelling with participatory engagement.

Purpose. This study explores the use of Instagram Stories and TikTok as narrative pedagogical tools that enhance students' reflective, creative, and critical learning experiences in contemporary classrooms.

Method. The research aims to analyze how short-form digital narratives can foster multimodal literacy, social interaction, and emotional connection in learning processes. Employing a qualitative narrative inquiry design, data were collected through classroom observations, student-generated content, and semi-structured interviews with educators and learners across higher education contexts.

Results. The findings reveal that Instagram and TikTok stories serve as dynamic platforms for constructing personalized learning narratives that integrate academic content with lived experiences. Students demonstrated heightened engagement, creativity, and agency when invited to design educational stories, while teachers reported improved dialogic relationships and inclusivity in their classrooms.

Conclusion. The study concludes that narrative pedagogy through social media transforms passive consumption into active knowledge creation, bridging formal and informal learning spaces. It emphasizes the potential of digital storytelling to cultivate critical digital citizenship and empathy among learners in the 21st century.

INTRODUCTION

The growing influence of digital technologies has redefined the educational landscape, transforming how students engage with information and construct meaning in learning environments. Social media platforms, particularly Instagram and TikTok, have emerged as significant cultural and communicative spaces that transcend traditional academic boundaries (Lazou & Tsinakos, 2025; Yi-Ming Kao et al., 2025). These platforms encourage multimodal expression through short videos, captions, and visual storytelling—offering students a medium to

construct narratives that intertwine personal experience with academic content.

The emergence of narrative pedagogy within social media contexts aligns with the broader educational shift toward learner-centered approaches, where creativity, reflection, and digital literacy become integral competencies. The widespread use of mobile devices and the participatory nature of social networks have blurred the lines between formal education and informal learning, demanding that educators reimagine teaching strategies suited to this dynamic digital ecosystem. The present context thus calls for deeper inquiry into how social media storytelling can function not only as a communication tool but also as a transformative pedagogical framework. Educational institutions have increasingly recognized the potential of social media to engage students in meaningful, context-driven learning experiences (Berson & Berson, 2024; Nejadghanbar & Shaahdadi, 2025). Teachers and researchers are beginning to explore how visual and narrative-based content can support reflective thinking, empathy, and intercultural understanding among learners. However, despite its ubiquity, the pedagogical application of social media remains contested. Many educators view these platforms primarily as distractions, rather than as legitimate tools for knowledge construction. This paradox underscores a pressing need to understand the narrative potential of social media in fostering critical engagement and emotional connection within the learning process. Instagram Stories and TikTok, as two of the most influential digital storytelling platforms, present opportunities to examine how learners narrate their academic and social realities through creative, multimodal content. Their ephemeral and participatory nature introduces a new form of narrative temporality that aligns with contemporary youth culture, making them compelling tools for reflective and ethical learning practices.

The increasing integration of visual storytelling in education necessitates a theoretical framework that connects social media practices with narrative pedagogy. Narrative pedagogy, rooted in constructivist learning theory, emphasizes learning through stories—where learners interpret, reflect, and co-construct meaning from lived experiences. Within digital contexts, this pedagogical model acquires new relevance as students use social platforms to articulate their identities and values through multimodal expressions. The intersection of narrative pedagogy and social media opens a space for rethinking the role of stories in digital learning environments. Instead of perceiving students as passive recipients of knowledge, social media narratives empower them as co-creators, producing and disseminating knowledge within their peer networks (Lewis et al., 2024; Nejadghanbar & Shaahdadi, 2025). This transformation challenges educators to reconceptualize learning spaces as interactive, decentralized, and dialogic—echoing the participatory ethos of digital culture.

The research problem addressed in this study stems from the gap between the cultural prevalence of social media and its limited pedagogical integration in formal education. Despite growing awareness of the educational potential of Instagram and TikTok, systematic research exploring their function as narrative pedagogical tools remains scarce. Educators often lack structured methodologies to harness the narrative affordances of these platforms in ways that promote ethical reflection and critical thinking (Abásolo-Llaría & Vergara-Perucich, 2025; Arpacı, 2024). The unregulated and entertainment-driven use of social media among students frequently undermines its educational promise. Therefore, this study investigates how social media, when reframed through the lens of narrative pedagogy, can serve as a site of reflective learning and self-expression. The core issue lies in understanding the balance between creativity and academic rigor, between digital freedom and pedagogical purpose. Addressing this tension provides the foundation for developing pedagogical frameworks that integrate narrative-based learning into contemporary educational practices.

This problem is particularly relevant in higher education contexts where students navigate complex digital identities and multiple modes of self-representation. Instagram Stories and TikTok enable learners to communicate experiences through visual metaphors, sound, and sequential storytelling yet educators often overlook these forms of expression as legitimate knowledge practices. The challenge lies in redefining the educational value of such narratives by aligning them with learning objectives and reflective assessment. Students' familiarity with these platforms offers a powerful resource for fostering engagement, especially when teachers guide them to produce content that reflects ethical awareness, critical thought, and social responsibility (Kerrigan, 2025; Mehan, 2024). The research thus situates itself at the intersection of media literacy, pedagogy, and identity formation, exploring how social media storytelling can bridge personal experience and academic discourse. The purpose of this research is to explore how Instagram Stories and TikTok can be utilized as narrative pedagogical tools that enhance engagement, reflection, and creative learning in contemporary classrooms. The study aims to analyze how digital storytelling through these platforms fosters multimodal literacy and emotional intelligence among learners. It also seeks to identify pedagogical strategies that help teachers integrate narrative forms of expression within technology-mediated learning environments. The expected outcome is a framework for narrative pedagogy that aligns social media practices with educational goals, thereby expanding the scope of storytelling in learning beyond traditional textual forms (Mehan, 2024; Triviño-Cabrera & Chaves-Guerrero, 2024). The research aspires to bridge theory and practice by demonstrating how students' everyday digital narratives can become meaningful acts of learning and reflection.

This study further aims to provide educators with empirical insights into the dynamics of learner participation and engagement in narrative-based social media activities. By investigating how students construct meaning through visual storytelling, the research highlights the pedagogical potential of self-expression and collaborative meaning-making in digital spaces. The approach also foregrounds the emotional and relational dimensions of learning, emphasizing how narratives foster empathy and community among diverse learners. Through a narrative inquiry lens, the research captures how digital stories reflect learners' evolving identities, ethical considerations, and sense of belonging (Kerrigan, 2025; Mehan, 2024). Such understanding may guide educators in designing inclusive learning environments that recognize students' voices and lived experiences as central to the learning process. The current body of literature provides limited understanding of how narrative pedagogy operates within social media contexts, particularly on platforms that prioritize brevity, visuality, and immediacy. Existing studies on digital learning often emphasize content delivery and technological affordances but overlook the narrative and emotional dimensions of online engagement. Research in narrative pedagogy has traditionally focused on written or oral storytelling within classroom settings, with few studies examining how digital narratives reconfigure the learner-teacher relationship (Esposito & Raymond, 2025; Lawson & Hancock, 2025). The lack of comprehensive frameworks addressing how social media storytelling can be systematically embedded in pedagogy reveals a significant research gap. This study therefore contributes to bridging that gap by conceptualizing social media as narrative ecosystems that facilitate dialogic and experiential learning.

The contribution of this study extends to both theoretical and practical domains. Theoretically, it advances understanding of narrative pedagogy by situating it within the rapidly evolving digital culture of social media. Practically, it provides educators with tools and approaches for designing learning experiences that integrate narrative expression with academic inquiry. This study also fills an important void in educational research by linking digital storytelling to ethical and reflective learning outcomes. The exploration of Instagram and TikTok as narrative learning

spaces provides new insights into how pedagogy can evolve in response to technological and cultural transformations, ensuring that education remains relevant in the 21st-century media ecology. The novelty of this research lies in its focus on short-form, participatory, and ephemeral digital narratives as legitimate sites of pedagogical inquiry (Anapey, 2024; Giri & Stolterman, 2025). By framing Instagram and TikTok as spaces of narrative construction, the study challenges conventional boundaries of what counts as learning and literacy. It emphasizes that education must engage with the digital languages, aesthetics, and cultures that define contemporary student experiences. This research justifies the integration of narrative pedagogy into social media not only as an innovative instructional approach but as a necessary adaptation to the changing cognitive and cultural landscape of learners. It underscores that human stories—whether told through video, image, or text—remain at the heart of all meaningful learning, even within the fast-paced digital age.

RESEARCH METHODOLOGY

The study employed a qualitative narrative inquiry design to explore how social media platforms, specifically Instagram Stories and TikTok, function as pedagogical tools for reflective and creative learning. Narrative inquiry was chosen because it allows for an in-depth understanding of lived experiences, focusing on how individuals construct meaning through stories (Giri & Stolterman, 2025; Marín-Rubio et al., 2024). This design aligns with the central aim of examining how learners and educators use digital narratives to express, interpret, and reflect on educational experiences. The study was grounded in constructivist and sociocultural learning theories, emphasizing the co-construction of knowledge within digital communities. The qualitative approach provided flexibility for interpreting multimodal content and understanding the socio-emotional dimensions of learning through social media storytelling.

The population of this study consisted of university students and lecturers from faculties of education, communication, and media studies who actively integrated or engaged with social media in their teaching and learning processes. The participants were selected using purposive sampling to ensure that they possessed relevant experience with social media-based learning activities. A total of 30 participants were recruited, including 20 students and 10 lecturers, representing diverse academic backgrounds and technological competencies (Boum Make & Verstraet, 2025; Dwyer, 2024). The sample was sufficient to generate rich, contextualized narratives while maintaining manageable data volume for detailed analysis. The participants' engagement with both Instagram and TikTok was an essential inclusion criterion, as these platforms provided contrasting modes of narrative expression visual, textual, and performative.

The instruments used for data collection consisted of three primary tools: semi-structured interviews, digital content analysis, and reflective journals. The semi-structured interviews provided space for participants to share their personal experiences and perspectives on how social media narratives contributed to their learning or teaching practices (Majavu, 2024; Moretti & Della Puppa, 2025). The digital content analysis focused on examining participants' self-produced educational stories on Instagram and TikTok, paying attention to themes, symbols, and storytelling techniques used to convey meaning. Reflective journals were used to capture ongoing reflections by participants regarding their creative processes, challenges, and perceived outcomes during the social media-based learning activities. The combination of these instruments ensured data triangulation and enhanced the credibility of the findings.

The research procedure followed several stages that maintained consistency and ethical rigor. During the preliminary phase, participants were briefed about the study's purpose and provided

informed consent, ensuring voluntary participation and confidentiality. The first stage involved observing classroom and online learning activities where narrative-based assignments using social media were integrated. The second stage focused on collecting data from participants through interviews and journal entries, allowing the researcher to understand how social media storytelling shaped cognitive and emotional engagement. The third stage involved analyzing selected posts from participants' Instagram Stories and TikTok videos, focusing on narrative structure, visual aesthetics, and audience interaction (Beltrán-Flandoli et al., 2025; Pérez-Seijo & Silva-Rodríguez, 2024). The final stage consisted of thematic analysis, where data were coded and categorized to identify recurring motifs and pedagogical patterns. Member checking was conducted to validate interpretations, ensuring that participants' voices were authentically represented.

The entire process was conducted over twelve weeks, with iterative analysis occurring concurrently with data collection. Ethical considerations were prioritized throughout the research, including anonymizing participants' digital content and maintaining sensitivity to personal and cultural representations in their stories (Fisher et al., 2025; Lee, 2025). The integration of interviews, reflective journals, and digital artifacts allowed for a comprehensive exploration of how social media functions as a narrative learning environment. This methodological structure ensured a balance between analytical depth and narrative richness, highlighting the transformative role of social media storytelling in shaping reflective, participatory, and inclusive educational practices.

RESULT AND DISCUSSION

The collected data comprised a combination of narrative interviews, reflective journals, and 120 pieces of social media content, including Instagram Stories and TikTok videos produced by students and lecturers. Table 1 presents the frequency and distribution of digital narrative types based on platform and thematic focus.

Table 1. Distribution of Narrative Content across Social Media Platforms

Platform	Total Posts	Educational Themes	Reflective Narratives	Aesthetic Narratives	Engagement Rate (%)
Instagram Stories	65	24	28	13	74.2
TikTok Videos	55	20	26	9	81.6
Total	**120**	**44**	**54**	**22**	**77.4 (avg.)**

The data reveal a nearly balanced use of Instagram and TikTok for educational storytelling, with a higher engagement rate on TikTok due to its algorithmic amplification and comment-based interaction. The thematic dominance of reflective narratives indicates that learners used these platforms as spaces for expressing emotions, insights, and moral reasoning related to their academic and personal experiences. The statistical results suggest that TikTok provided a more interactive and immersive environment for narrative-based learning, while Instagram supported structured reflection through sequential story updates. Participants reported that Instagram Stories allowed them to document their learning journeys, while TikTok videos encouraged creative experimentation and humor as vehicles for knowledge transfer. The integration of text, visuals, and music emerged as a central mechanism for expressing conceptual understanding and emotional depth, illustrating how multimodal narratives enhance cognitive engagement. The findings also show that participants utilized these platforms to blur boundaries between formal and informal

learning. Students often transformed lecture topics into digital mini-stories, explaining complex ideas through dramatization, visual metaphors, or collaborative storytelling challenges. These practices revealed how narrative pedagogy on social media promotes agency and peer-to-peer learning, emphasizing self-expression as an extension of reflective practice. Analysis of the narrative content demonstrated that students' posts frequently combined educational information with elements of personal storytelling. Instagram posts tended to focus on personal reflection and moral interpretation, while TikTok entries emphasized creativity, humor, and social commentary. The reflective journals corroborated these trends, revealing that participants perceived narrative creation as an opportunity to humanize abstract academic concepts.

The lecturers' interviews confirmed that narrative-based assignments helped learners deepen their critical awareness and empathy. They highlighted the pedagogical shift from traditional text-based reflection to multimodal storytelling, which broadened students' ability to engage with ethical, cultural, and emotional dimensions of learning. The dual nature of social media simultaneously public and personal—encouraged authenticity and responsibility in how students represented knowledge. Interpretive analysis revealed that social media storytelling promoted higher-order thinking skills, including synthesis, evaluation, and metacognitive awareness. Participants who engaged more frequently in reflective posting exhibited improved ability to connect classroom learning with real-world contexts. Correlation between engagement metrics (likes, comments, shares) and self-reported learning outcomes indicated a significant relationship between audience feedback and reflective motivation. This inferential pattern suggests that the dialogic structure of social media supports recursive reflection, where learners refine understanding through continuous interaction. The findings align with constructivist learning theory, affirming that meaning is co-created through discourse and self-narration. The data imply that storytelling on social media functions not merely as performance but as a process of shared inquiry and interpretation.

The relationship between narrative form and pedagogical impact was evident in how participants integrated academic content with aesthetic and emotional storytelling. Thematic mapping revealed consistent links between multimodal creativity and engagement, suggesting that visual and auditory cues reinforced conceptual understanding. The use of first-person narration and situational storytelling increased relatability, fostering empathy between storyteller and audience. Patterns across data sources indicate that narrative pedagogy on social media cultivates social connectedness and ethical reflection. Learners who integrated personal values into their digital narratives demonstrated greater self-awareness and collaborative sensitivity. The relational dimension of storytelling thus extends learning beyond cognitive domains into affective and moral spheres, reinforcing the holistic nature of education. One notable case involved a group of teacher-education students who created a TikTok challenge about inclusive education. Their videos used dramatization to depict classroom diversity and empathy-driven dialogue between teachers and students. The content gained significant peer engagement, prompting reflective discussions on tolerance and pedagogy during class sessions. This exemplifies how storytelling on social platforms bridges academic theory with lived social realities.

Another case from the Instagram dataset showcased reflective journaling through visual posts documenting students' service-learning experiences. Each story highlighted ethical dilemmas encountered during teaching practice, accompanied by captions linking these experiences to pedagogical theories. The participants' reflections revealed how digital storytelling facilitated ethical awareness and emotional regulation. The data demonstrate that storytelling as narrative pedagogy through social media enabled learners to internalize educational values in a participatory,

culturally responsive manner. The performative nature of TikTok fostered collaboration and humor as learning strategies, while the sequential design of Instagram Stories promoted longitudinal reflection. This combination proved effective in supporting differentiated learning styles and fostering digital empathy. The patterns emerging from both platforms reveal that multimodality—visual, textual, and auditory integration enhances retention and understanding. The engagement data highlight the motivational power of participatory culture, where learners are not merely consumers but co-creators of knowledge. The social dimension of narrative pedagogy thus transforms learning into a dialogic process grounded in authenticity and reciprocity.

The overall findings indicate that Instagram and TikTok function effectively as tools for narrative pedagogy, promoting deep engagement, reflective learning, and ethical awareness. Storytelling through social media provides an accessible medium for students to connect personal experience with academic concepts, embodying the principles of constructivist and humanistic education. The study concludes that social media, when pedagogically structured, can serve as a transformative space for meaning-making, creativity, and empathy in higher education. Narrative pedagogy through digital storytelling empowers learners to view education not merely as content acquisition but as the ongoing narration of self, society, and shared human experience (Bedeker & Kerimkulova, 2025; Mauludina et al., 2024). The findings of this study indicate that social media platforms, particularly Instagram Stories and TikTok, have emerged as effective narrative spaces for fostering reflective learning, creative engagement, and ethical awareness in higher education. Participants demonstrated significant improvement in multimodal communication skills, critical reflection, and emotional literacy when integrating storytelling into their learning processes. The analysis showed that TikTok encouraged performative creativity through humor, dramatization, and collaboration, while Instagram Stories facilitated reflective documentation and ethical introspection. The narrative integration of academic concepts into visual and emotional storytelling deepened students' cognitive engagement and enhanced retention.

The data further reveal that narrative pedagogy through social media bridges personal experience and academic learning, creating dialogic spaces where learners can express individuality while engaging with collective understanding. Teachers observed that students who used digital narratives exhibited higher levels of motivation and empathy, connecting classroom theories to real-world moral and social contexts. The interactional nature of social media transformed learning from a passive experience into a participatory process. The findings thus confirm that narrative pedagogy mediated through social platforms aligns with constructivist and humanistic educational paradigms. The results align with prior research emphasizing the transformative potential of narrative pedagogy in digital education. Studies by (Du, 2025; Valle et al., 2025) similarly highlight that digital storytelling enhances critical thinking and reflective practice by situating learning within personal and social narratives. The present study extends these findings by demonstrating that the transient and participatory formats of TikTok and Instagram foster immediacy, engagement, and inclusivity beyond traditional digital storytelling frameworks. Unlike conventional text-based or video essays, these social media narratives invite ongoing audience interaction, recontextualizing learning as co-authored and iterative. The findings, however, diverge from earlier studies that caution against social media as a distraction to learning (Nirwana & Gunawan, 2025; Shannon, 2025). Instead of diminishing focus, when guided by pedagogical intent, these platforms cultivated purposeful creativity and collaboration. The current study underscores that the pedagogical value of social media is not inherent in the technology itself but depends on the intentionality and scaffolding applied by educators. This distinction situates social media as a contextually adaptive narrative

medium rather than a mere communication channel, marking a shift in how educational institutions conceptualize digital literacy and engagement.

The results of this research signify a paradigm shift in the relationship between students, knowledge, and digital media. Learners' ability to craft meaningful narratives through ephemeral content suggests that education is evolving toward more authentic, affective, and participatory forms of engagement. The findings reflect how narrative pedagogy in social media contexts redefines learning as a living process a constant negotiation of identity, culture, and meaning. The emergence of ethical storytelling practices within the digital classroom underscores a growing awareness among students regarding representation, empathy, and responsibility. This shift also reveals the pedagogical potential of "micro-narratives"—short, emotionally resonant stories that can encapsulate complex ideas in concise, accessible formats. The integration of such narratives into academic work challenges traditional hierarchies of textual knowledge, positioning students as agents of cultural production rather than passive recipients. The study thus highlights that the reflective act of storytelling through social media can serve as a mirror for moral and cognitive growth, linking digital participation with the cultivation of professional and ethical sensibilities.

The implications of these findings extend to the design of curriculum, pedagogy, and assessment in higher education. Narrative-based approaches using Instagram and TikTok can foster holistic learning experiences that combine emotional, cognitive, and social dimensions. Educators are encouraged to integrate reflective digital storytelling assignments that promote self-awareness and empathy while strengthening communication and collaboration skills. The research also suggests that pedagogical frameworks should recognize digital narratives as valid academic expressions, broadening the definition of literacy to encompass multimodality, visuality, and performativity (Hernandez & Munz, 2024; Liu et al., 2024). The integration of social media as narrative pedagogy has further implications for educational policy and teacher professional development. Institutions need to develop ethical guidelines and frameworks that ensure the responsible use of social media for learning while protecting students' digital identities. The study calls for educational leaders to acknowledge that the digital spaces students inhabit daily can be transformed into sites of intellectual and moral formation. Such recognition may contribute to more inclusive, adaptive, and culturally responsive educational environments.

The distinct outcomes observed in this research can be explained through the theoretical lens of social constructivism and participatory culture. Social media environments inherently support collaborative meaning-making, allowing learners to build knowledge through interaction, remixing, and dialogue. The integration of narrative pedagogy leverages these affordances, transforming entertainment-driven participation into educational reflection. The emotional and aesthetic immediacy of platforms like TikTok and Instagram amplifies cognitive engagement by embedding learning in personally relevant contexts. The success of narrative pedagogy in these settings can also be attributed to the authenticity of learner expression. Unlike traditional assignments constrained by academic formality, digital storytelling encourages self-representation and creativity, thereby increasing intrinsic motivation (da Silva Iddings & Leander, 2025; Nuss & Martelle, 2024). The findings suggest that the convergence of narrative, technology, and community engagement nurtures holistic learning. The results thus affirm that social media storytelling functions not merely as a pedagogical innovation but as a response to the sociocultural realities of contemporary learners.

The findings open several avenues for further exploration. Future studies may examine how narrative pedagogy on social media impacts long-term learning retention, ethical reasoning, and intercultural communication competence. Quantitative research could complement qualitative insights by measuring cognitive and affective gains from digital storytelling integration. Moreover,

comparative studies across disciplines and educational levels would illuminate how narrative approaches adapt to diverse learning contexts. Practical implications also suggest the need for interdisciplinary collaboration between educators, media designers, and psychologists to develop digital pedagogical models that balance creativity with academic rigor. Institutions should encourage reflective digital portfolios that integrate Instagram and TikTok storytelling into formal learning outcomes. By embedding narrative pedagogy within social media literacy education, future pedagogical practices can cultivate a generation of learners capable of articulating, questioning, and reshaping their world through stories—both online and beyond the classroom.

CONCLUSION

The most significant finding of this study lies in demonstrating that social media platforms such as Instagram Stories and TikTok can function as dynamic spaces for narrative pedagogy that merge creativity, reflection, and ethical awareness. The study reveals that short-form digital storytelling empowers learners to internalize academic content through personal narratives, transforming passive consumption into active meaning-making. Unlike conventional instructional media, these platforms facilitate multimodal learning where visual, auditory, and textual expressions converge to construct knowledge. The findings highlight that narrative expression in digital environments enhances student engagement, empathy, and social responsibility qualities that are often underdeveloped in traditional classroom settings. This discovery establishes social media as a legitimate educational arena for cultivating 21st-century competencies, such as digital literacy, intercultural sensitivity, and reflective reasoning. The primary contribution of this research lies in its conceptual and methodological synthesis between narrative pedagogy and participatory digital culture. Conceptually, the study advances the understanding of narrative learning by framing it within the interactive affordances of social media, thus expanding pedagogical theory to include affective, aesthetic, and communal dimensions of digital engagement. Methodologically, it introduces an innovative model that integrates narrative inquiry with multimodal content analysis, offering a replicable framework for exploring how learners co-construct meaning across digital platforms. This fusion provides educators and researchers with a practical approach to designing learning environments that are experiential, humanizing, and socially connected, contributing to the evolution of narrative-based educational design.

The limitations of this study stem primarily from its qualitative scope and the contextual boundaries of participant engagement. The focus on a limited number of higher education students restricts the generalizability of the findings to other educational levels or disciplines. The reliance on self-reported reflections and digital artifacts also introduces potential bias related to selective self-presentation and platform algorithms. Future research should expand the demographic scope by incorporating longitudinal and cross-cultural studies to explore the sustainability and transferability of narrative pedagogy in diverse learning contexts. Quantitative investigations and experimental designs could further validate the pedagogical impact of social media storytelling on cognitive and affective learning outcomes. Subsequent studies may also examine ethical considerations and digital well-being, ensuring that narrative pedagogy within social media fosters both intellectual growth and responsible digital citizenship.

AUTHORS' CONTRIBUTION

Look this example below:
Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

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