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In the digital age, students today, having been born into a world saturated with technology, are particularly attuned to visual and interactive forms of communication. Among these, memes have emerged as a pervasive medium. According to YPulse's latest social media behaviour survey conducted in 2019, 75% of individuals aged 13-36 and 79% of those aged 13-17 regularly share memes. This widespread engagement with memes presents a unique opportunity for higher education to enhance student engagement, foster inclusivity, and encourage self-reflection.

This paper explores the integration of memes into a MSc module 'Rethinking Punishment and Rehabilitation' as a pedagogical tool. By leveraging the familiarity and appeal of memes, educators can create a more engaging learning environment that resonates with students' everyday digital experiences. The inherent humour and relatability of memes can reduce barriers to participation, making educational content more accessible and inclusive for diverse student populations. Moreover, the use of memes encourages self-reflection by allowing students to express their identities and perspectives creatively within an academic context.

Through a review of existing literature and case studies and from my own experiences, this paper demonstrates how memes can be effectively employed to stimulate critical thinking, enhance classroom dynamics, and support the development of digital literacy. The findings suggest that incorporating memes into educational strategies not only aligns with the technological fluency of today's students but also enriches the learning experience by promoting a more interactive, inclusive, and reflective academic environment.