

Title: Collaborative Pedagogy: meme-based reflective practice.

Authors:

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Abstract

This session describes a most enjoyable collaborative project in forensic science education, where academics from various institutions joined forces to explore meme making as a pedagogical tool. This academic teamwork sought to revitalise the traditional knowledge transmission lecture. Students were empowered to engage and reflect on course content by the integration of meme making into taught classes. Students were asked to create and share memes summarising something they had learned during class.

The collaborative journey of the researchers will be explored whilst showcasing this simple yet effective method for improved academic engagement. The session incorporates an overview of

meme making and its application in enhancing student learning. It is supplemented by student-generated memes and survey data which display its effectiveness.

Attendees will engage in meme creation, using mobile devices to contribute to a collaborative Padlet. This interactive approach allows participants to appreciate the pedagogical impact of Meme making across disciplines, and to also experience the amusement of a class who share in this collaborative learning experience. The use of Meme Making creates a buzz within the lecture. Allowing students to enjoy those Memes made by the class creates a sense of collective ownership, to encourage a more cohesive and bonded learning community. Collaboration, therefore, enriched both the research process and the understanding of the educational outcomes.

As educators and researchers, it is imperative to recognise the strength of collaborative partnerships in driving pedagogical innovation. This session demonstrates that by embracing a collaborative approach, educators can cultivate inclusive and dynamic learning environments.